DOCUMENT RESUME

ED 116 849 32 RC 008 919

TITLE	Arizona's Migrant Child Education Teacher Exchange with Florida.
INSTITUTION	Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE	Aug 75
NOTE	41p.
EDRS PRICE	MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS	Curriculum; Early Childhood Education; Elementary Secondary Education; *Migrant Child Education; *Participant Satisfaction; *School Visitation; *State Programs; Summative Evaluation; *Teacher Exchange Programs
IDENTIFIERS	*Arizona; Elementary Secondary Education Act Title I; ESEA Title I; Florida

ABSTRACT

The Office of Migrant Child Education, Arizona Department of Education, annually participates in a Teacher Exchange Program with other states. Arrangements are first made with other states to send teachers and administrators on an observation tour of their Migrant Child Education Programs. Objectives are to provide: (1) an opportunity for state educational agencies to share training techniques, materials, and procedures through practical application and on-site observation; and (2) training so as to develop resource personnel to assist in the state educational agencies development of future inter and inttrastate programs as funds become available. Observation reports required by participants engaged in this Teacher Exchange Program enhance the interstate agreements regarding curriculum dissemination and exchange of teaching ideas and techniques. In 1975, participants traveled to Florida. Seven Migrant Child Education Projects were represented by a teacher or a program coordinator recommended by the administrator of that project. The group was led by an administrative consultant from the Office of Migrant Child Education. The participants' actual observation reports or excerpts from their reports are given in this document. (Author/NQ)

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Arizona's Migrant Child Education Teacher Exchange with Florida

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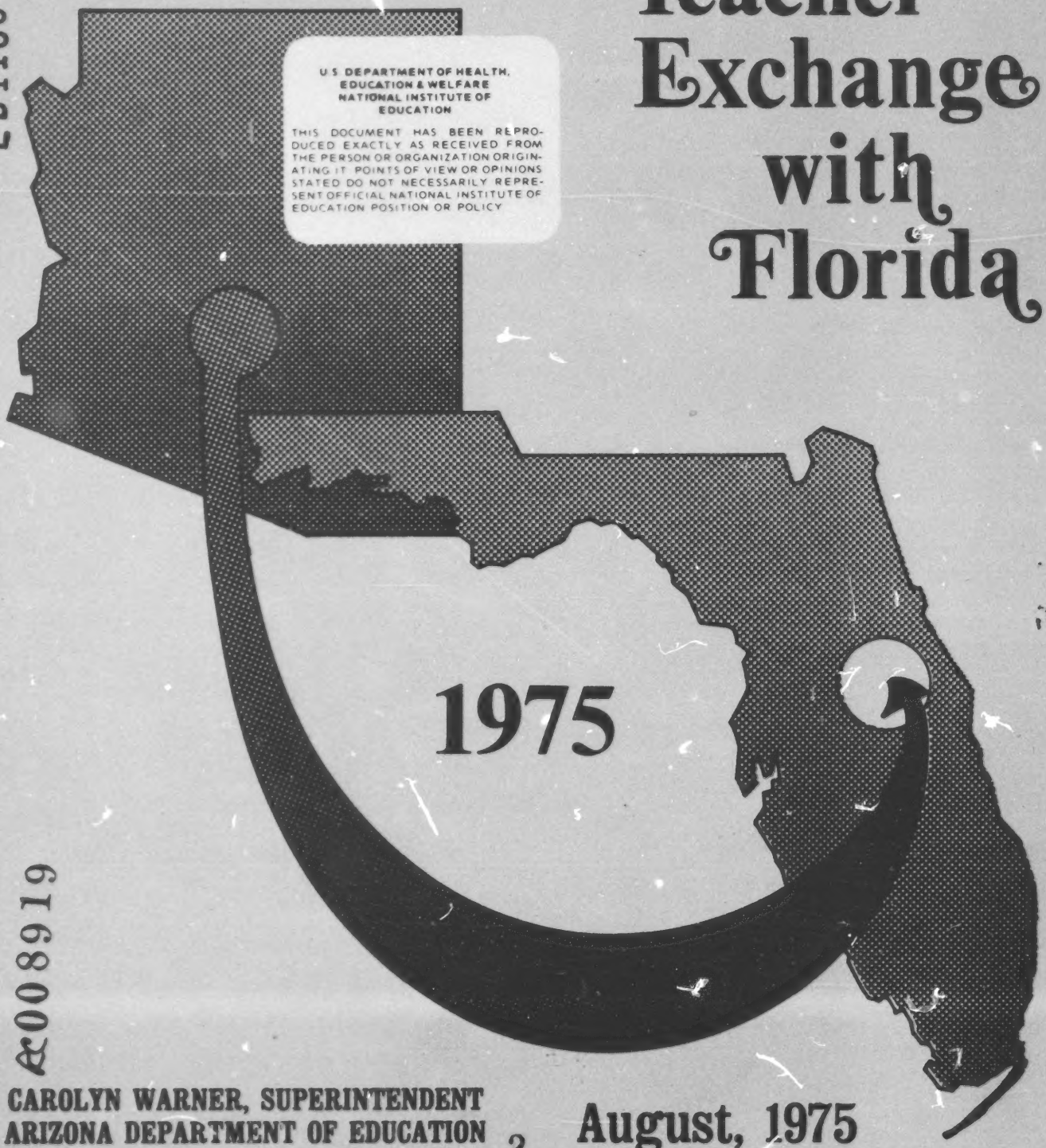

1975

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CAROLYN WARNER, SUPERINTENDENT
ARIZONA DEPARTMENT OF EDUCATION

August, 1975

FUNDED BY TITLE I MIGRANT, P.L. 89-10

AS AMENDED BY P.L. 89-750

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TEACHER EXCHANGE BULLETIN

The Office of Migrant Child Education, Arizona Department of Education, annually participates in a Teacher Exchange Program with other states. This year, 1975, we had the privilege of visiting the State of Florida.

Arrangements are first made with other states to send teachers and administrators on an observation tour of their Migrant Child Education Programs. The objective is to provide an opportunity for state educational agencies to share training techniques, materials, and procedures through practical application and on-site observation, also to provide training so as to develop resource personnel to assist in the state educational agencies development of future inter and intrastate programs as funds become available. Observation reports required by participants engaged in this Teacher Exchange Program will enhance the interstate agreements regarding curriculum dissemination and exchange of teaching ideas and techniques.

The following pages are actual reports or excerpts from reports of the Arizona delegation that traveled to Florida April 21-25. Seven Migrant Child Education Projects were represented by a teacher or a program coordinator recommended by the administrator of that project and led by Mr. Donald Brink, Administrative Consultant from the Division of Migrant Child Education. The people who participated and the schools they represented are listed on the next page.

J. O. "Rocky" Maynes, Jr., Ph.D.
Director, Migrant Child Education

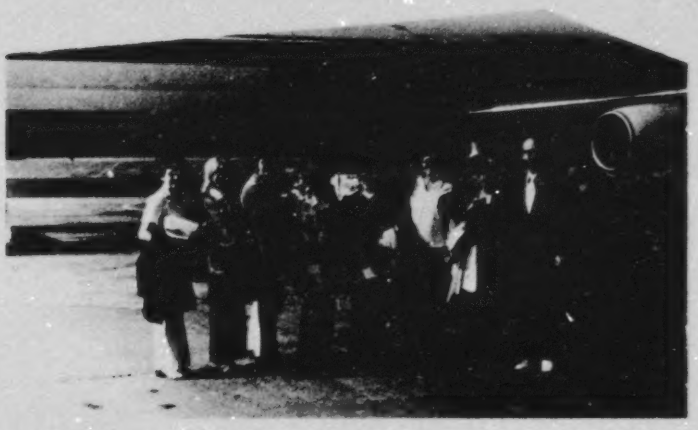
PARTICIPANTS IN TEACHER EXCHANGE PROGRAM TO FLORIDA

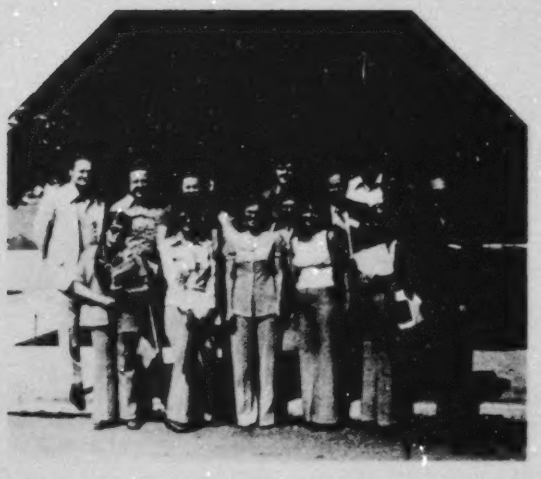
Belen Moreno
Avondale Junior High School
Central Avenue and La Pasada
Avondale, AZ 85323

Naomi Lloyd
El Mirage School
12308 West Waddell Road
Peoria, AZ 85345

Pamela Palmer
Florence Elementary School
P.O. Box L
Florence, AZ 85232

Sandy Gaillard
Littleton School
P.O. Box 280
Cashion, AZ 85329





Sandra Iverson
Maricopa School
Box 310
Maricopa, AZ 85239

Angelina Maas
Central School
10350 North 83rd Avenue
Peoria, AZ 85345

Yolanda Rambo
Somerton District No. 11
P.O. Bin E
Somerton, AZ 85350

ACKNOWLEDGMENT

ARIZONA-FLORIDA TEACHER EXCHANGE TOUR

The Office of Migrant Child Education, Arizona Department of Education, wishes to acknowledge the outstanding educators from Arizona who participated in this annual program. It was a privilege to travel with such dedicated and professional people. Thank you, Belen, Sandy G., Sandra I., Angelina, Yolanda, Naomi, and Pamela.

The week of April 21-25, 1975 was certainly enjoyable and educationally rewarding. We appreciate very much the hospitality and courtesies extended to us by the Florida State Department of Education personnel and other educators with whom we met.

We especially want to thank the following people who took time to be with us or answer our questions: Joel Murphree, State Consultant from Tallahassee; Dr. Clyde Stevens, Director of Region II office in Orlando; Sydney Henry, Region II Consultant and our full-time escort; Rufus Sullivan, Lake County Social Educator; Joan Zeigler, Orange County Head Teacher of Early Childhood Education; Shirley Hannawalt, Elementary Supervisor for Indian River County; and Nancy Rivers, Staff Assistant in Region II Office, who was our chauffeur on Friday. The principals, teachers, aides, and all other school personnel were very kind and cooperative, making the tour pleasant and successful.

Mr. Dale Hilburn, Administrator of the Migrant Education Section, State Department of Education, and his staff, administer the Migrant Program in Florida through three regional offices, each responsible for the several counties in its area. Of the 67 counties, 25 located in the central and southern parts are involved with Migrant Child Education—serving about 55,000 migrant children this year.

All the visiting participants felt that they had received an excellent overview of the Migrant Program in Florida. Also, many comments from the participants indicated special points of interest. Chief among such points were the Early Childhood Intervention Program for three-, four-, and five-year-olds; Learn and Earn for upper junior high and high school students; and the mini-computers in the schools to speed and facilitate record keeping and accessibility.

The Office of Migrant Child Education, Arizona Department of Education, would like to invite visitors from Florida or any other state to observe our migrant programs and give us a chance to return the courtesies and hospitality shown to us.

As can be seen in the participating teachers' reports which follow, each one considered the tour a valuable educational experience and brought something back from Florida that will help in the classroom.

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ON-SITE OBSERVATION TOUR REPORTS

ESEA TITLE I MIGRANT PROGRAMS

FLORIDA

APRIL 21-25, 1975

BELEN MORENO
AVONDALE DISTRICT NO. 44

The Florida visit was both an educational and enjoyable experience. It is most interesting to see how another state operates its Migrant Program.

My sincere appreciation to Dr. J. O. "Rocky" Maynes and the Migrant Child Education Division of the Arizona State Department for this excellent opportunity to travel and view the Florida Migrant Child Compensatory Program.

Special thanks to our terrific leader, Don Brink. Getting acquainted and sharing thoughts and ideas concerning our own programs at each school was extremely beneficial for all of us.

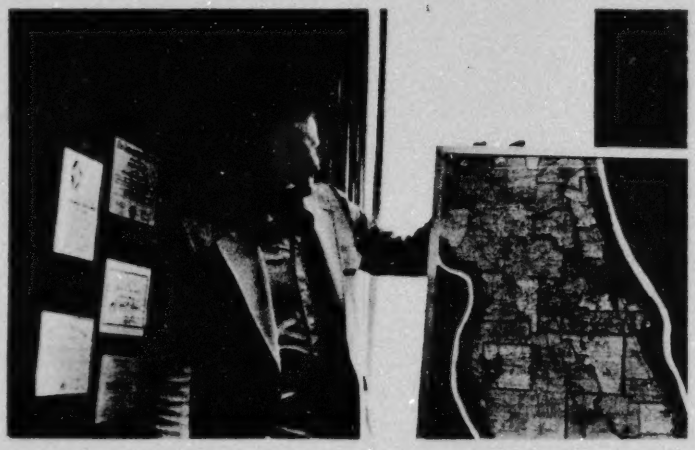
After traveling most of the day Monday, April 21, we were welcomed at the Orlando Airport by Mr. Joel Murphree, Consultant from the Florida State Department at Tallahassee, and Mr. Sydney Henry of the Florida Region II Office, located in Orlando.

We were transported to a Travelodge in Orlando South, which was to be our quarters for the rest of the week.

I. Observations of Tuesday, April 22, 1975

After a short tour of the Region II office in Orlando, a brief orientation meeting was held describing the way in which Florida runs its Migrant Program.

The Migrant Child Education Division of the Department of Education, with headquarters in Tallahassee, has one administrator, Dale W. Hilburn, and three consultants and two secretaries.



The State of Florida is divided into three regions. Each one of the three regions has a Migrant Director. The director for Region II, where we visited, is Clyde E. Stevens. This region serves migrant children in Brevard, Indian River, Lake, Martin, Okeechobee, Orange, Palm Beach, Putnam, St. Johns, St. Lucie, and Seminole counties.

There are 67 counties in the state and each county is a school district. The state has 25 counties in the Migrant Program and 24 terminal operators for the state. In the Region II area there are 12 counties. The Region Office negotiates with the districts in setting up the migrant programs.

The Migrant Education Division deals directly with the county school systems. However, some mobile trailers located in camp areas or in a community are operated directly from the state office. Supervisors from the region may be sent into the small counties. Some of the big counties may have their own supervisors.

The primary emphasis for the Florida Migratory Child Compensatory Program is Early Childhood Education. The five components of the Florida Migrant Program are Early Childhood, Learn and Earn, Language Arts, Supportive Services, and Operation and Implementation. All of the program components are not mandatory in each local district, only those relevant and deemed necessary by the local school system programs.

There is no summer school program in the state since the migrant families move on to other states at that season of the year.

The Criterion Reading Assessment Program is used in all Florida schools. All of the students' information concerning the skills test is fed into a mini-computer in the teacher's room and sent to a central data bank. Thus, a teacher is able to obtain information on any child entering the classroom.

Mini-computers are located in the teacher's room, at the county coordinator's office, and at the Regional Office. Regional Office and coordinators can make constant checks on their schools and offer assistance when needed.

In the week of April 14 there were 55,000 Florida migrants enrolled in the Migrant Student Record Transfer System. There are 60% Black, 30% Spanish, and 10% Anglo. There are no Cubans or Indians in the program and few Puerto Ricans.

According to Dr. Stevens, the Migrant Program in Florida is more successful than can be measured. Emphasis in the Region is Early Childhood Education of three-, four-, and five-year-olds, Language Arts of grades 1, 2, and 3, and the Learn and Earn programs in high schools.

Supportive services for the migrant programs include social educators, community health workers, terminal operators, and record clerks.

In the Health Services Program each migrant child in Early Childhood Education has a physical examination and screening for visual and hearing problems. Services are contracted through community health programs and local doctors and dentists. In older children the referral system is used. Emergency referrals are available for all migrant children.

The social educator plays an important part in the schools' programs. He acts as a liaison between the schools, parents of migrant children, agencies, and other organizations.

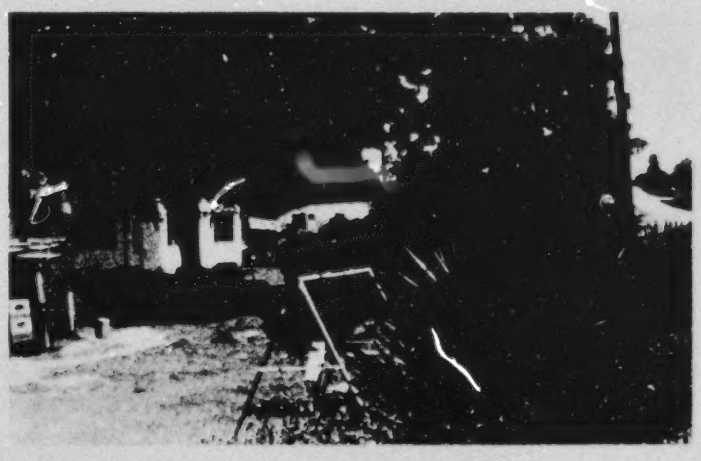
Social educators go into the community to welcome parents and to enroll the school-age children into the Migrant Program. They also explain the attendance laws. If necessary, the social educator might even help the family look for housing. Sometimes the ESL teacher accompanies the social educator on these home visits.

The rest of the day we were conducted on a tour of Lake and Orange counties by Mr. Rufus Sullivan, Social Educator for the Lake County Migrant Program. The purpose of this tour was so that we might see the migrant camps and the agricultural areas as well as some of the school sites.

In Avalon we saw the Avalon Day Care Center located in the camp itself. Ninety children are enrolled in the center. A migrant trailer located next to the center houses 15 three-year-olds and 20 four- and five-year-olds. A teacher and two paraprofessionals are in charge of each class. The homes in the Avalon area were surrounded by well-kept flower and vegetable gardens.

Harlem Heights was next on our tour. Migrant families at this camp are under contract to one of three companies. There was one store in the camp. Mr. Sullivan pointed out that since it was the only place that these families could purchase goods, the prices were rather high. There were several school-age children playing at the camp when we arrived.

We zig-zagged back and forth going from camp to camp, traveling through several small towns. Some of the housing for the migrants was pretty bad—crowded, cluttered homes in some places. One particularly bad place was Stucky's Still—a rather run-down trailer park area. Some of the housing was extremely good. Keen's Harvesting had nice cement block homes for their employees. Lykes Pasco Packing Company and A. Duda and Sons had very nice trailer parks for their employees.



As we traveled through the countryside, we noticed the abundance of orange orchards. The migrant families work at these orchards as well as in vegetable farming.

We had an opportunity to see the sprinkling systems in the orchards in operation, as well as the machinery that trims the tops of the orange trees. In one orchard we stopped and watched the men at work picking oranges. They filled their sacks and dumped it into a big tub located between the rows of trees. A truck came by and lifted the tub and dumped all the oranges in the truck bed. When the truck was full it took off to the processing plant.

Late in the afternoon Mr. Sullivan made his way into an area with packing sheds. He managed to get us an okay to tour the sheds. We were given a tour of a celery packing shed as well as a carrot packing shed. It was a most educational field trip for all of us.

Observations of April 23, 1975

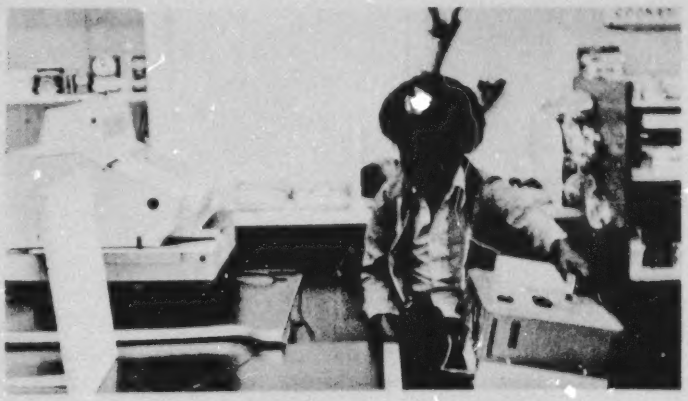
Joan Zeigler, Early Childhood teacher of the Orange County Public Schools and Mr. Henry were our guides during our second day in Florida.

First on our tour was Ocoee School (K-12). We visited the high school Learn and Earn Program trailer at the school. Mr. Schanbacher, the teacher, and Mrs. Barbara Wilson, aide, explained this interesting program.

The major emphasis of this program is to provide students with employability skills and job entry skills upon termination of their general education. It is open to current migrant students who are 14 years or older. Students are provided the opportunity to explore possible careers and occupations in the world of work.

Students were using projectors with tapes and slides that helped them learn basic communications skills in full-time employment. The students learn all the things necessary in applying for a job, including filling out job applications and W-2 forms.

Students also use a projector that teaches how to operate a cash register. The machine teaches a short course on business--from bag boy to management. It also teaches the history of business. It is an individualized program by National Cash Register. The sides of the trailer have shelves lined with grocery store cans and packages which are used in practicing with the cash register.



Students are also taught typing through the use of technicolor machines. Finger control practice is followed by a speed test.

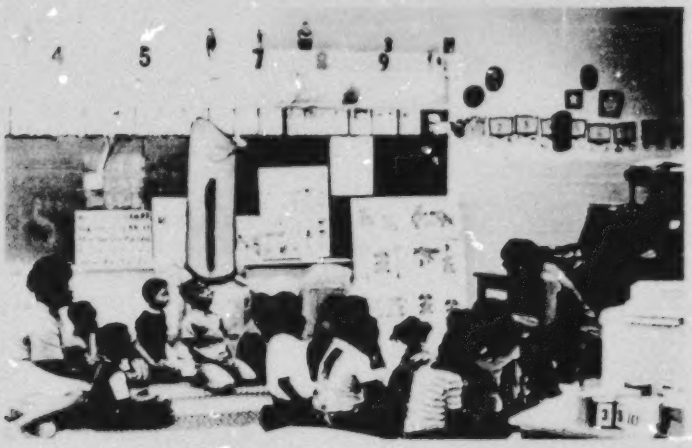
A sewing machine is the newest piece of equipment in the trailer. Sewing lessons will now become part of the program. Students also learn automotive tune-up, small engine mechanics, and marine engine mechanics.

The students enrolled in the program usually spend two hours of their day in the trailer. They attend one hour in a high intensity reading program. An achievement profile is kept on each student. There are no grades and some of the students have done the programs three to four times. There are usually 20-24 students involved in the program. Students receive stipends for on-the-job training.

Many of the students get jobs at department stores and Disney World. Some of the boys have gone on to trade schools.

Program offerings are based on identified student needs and community resources. Programs other than those already mentioned might include agri./business, nurse's aide, and hotel/motel housekeeping.

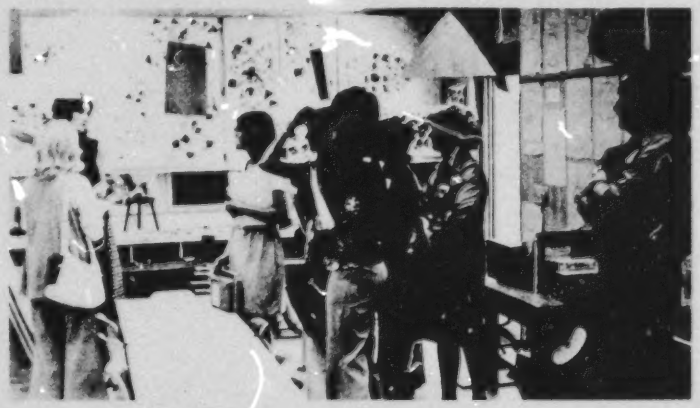
The group then traveled to Maxey School (1-6) to view the Early Childhood Program and the Language Arts Tutorial Program.



The first classroom we visited was the program for five-year-olds. The teacher was working on the letter "Y" of the Alpha Time Phonics Program. The children were all sitting on the floor. The aides were busy preparing art materials. Mrs. Connie Perko was directing the activities with the letter "Y". After dancing to the "yawn" sound, the children acted out sounds they previously had learned. We were told that the children arrive at the school at 7:00 a.m. and leave at 5:00 p.m. When we left, the children were having a midmorning snack. They would divide into groups and go into the various interest centers.

The four-year-old children were in a trailer adjacent to the school. The trailer, with all partitions removed, was set up to look like a regular schoolroom. The children were on the way to the library. Mrs. Rose Daniels, the teacher, has two aides to assist her in teaching the 17 children in her room.

In the adjoining trailer, we met Mrs. Dianne Pipkin and her three-year-olds. The children were on their way to recess. There were 15 children in the classroom and two aides. Mrs. Pipkin had many interesting art pictures on display. The children do quite a bit of painting to help hand coordination. These children use *That's Our Language Picture Drawing to Language Arts.*

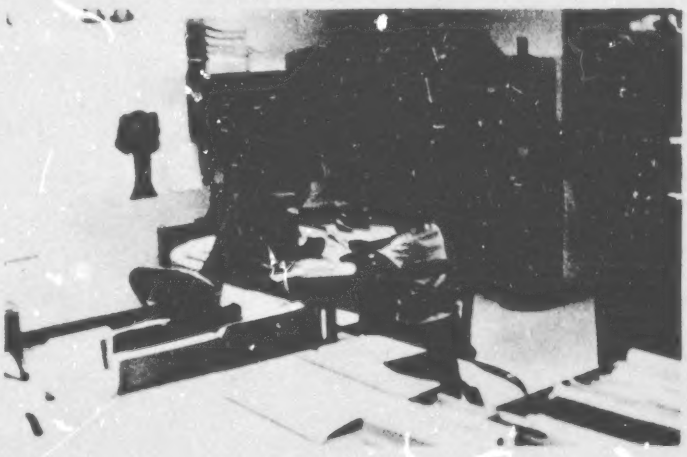


Each one of these Early Childhood rooms has a television set in the room. One of the teachers mentioned that it is used mainly for Sesame Street and for other programs on the educational channel.

Since these programs are limited in size, there is often a waiting list. The maximum class enrollment for each age level consists of 15 three-year-old migrant children, 20 four-year-old migrant children, 20 five-year-old migrant children, 15 any of the combination of age levels involving three-year-old migrant children, and 20 combination of four and five-year-old migrant children.

In order to be enrolled, children must attain the required age on or before January 1, of the current school year. Priority for enrollment is given to five-year-old migrant children not being served by a local program.

Our tour then took us to the Language Arts Tutorial Program located at the Maxey School. The tutorial aides were working with children on an individual and two-to-one basis. Mrs. Ann Lenninger, the teacher, and two aides were in the classroom. Forty migrant children in grades first, second, and third come into this classroom to receive help in the language arts.



Mrs. Lenninger travels to five different schools to provide in-service training and help in gathering materials to be used by the tutorial aides. Children work on the specific skills in Criterion Reference Reading that shows weakness.

Mrs. Lenninger showed our group how she uses the mini-computer to obtain data on a particular student.

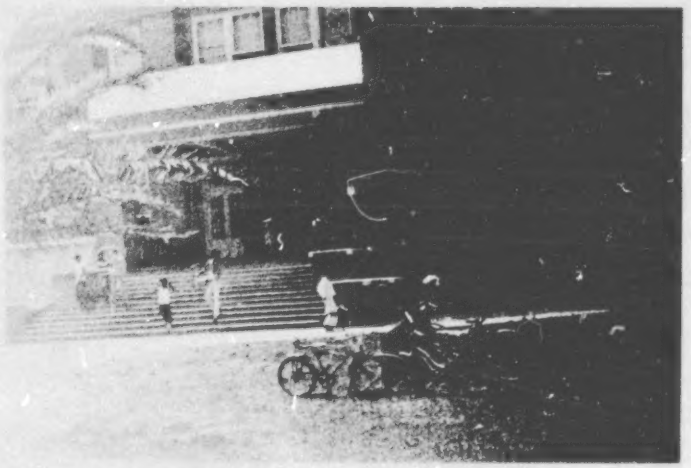
After lunch we traveled to Spring Lake Elementary School. On our way we observed the Deneef Trailer School for four and five-year-olds. The school is located in the migrant camp.

Spring Lake Elementary School (1-6) has migrant Mexican-American children enrolled. We met Mrs. D. W. Ford, the ESL teacher at the Spring Lake School. Mrs. Ford sees 25 children during the school day. She works with the students for 30 minutes a day, never with more than four at a time.

Some of the materials she uses include H-200, records, cards, language master, and R.O.C.K. activities book. She also uses puppets to get the children to participate in various activities. Mrs. Ford helps students with their regular classwork, such as math and spelling and works very closely with the classroom teachers.

Although Mrs. Ford's room was not very large, it seemed adequate for the size of her groups. The bulletin boards had captions in both English and Spanish.

Observations of Wednesday, April 24, 1975

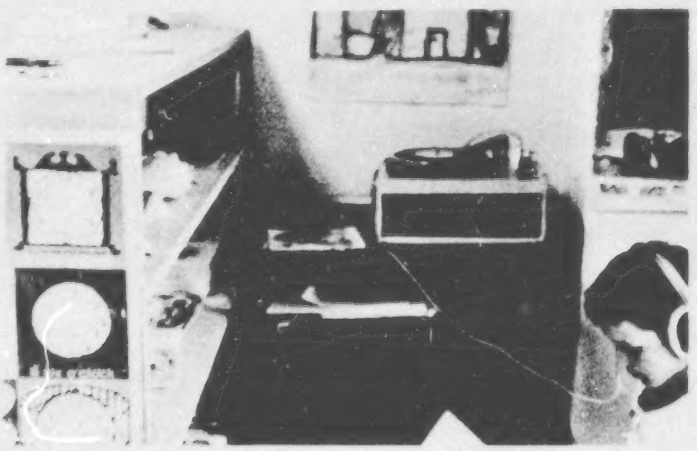


On Wednesday we traveled to Fellsmere Elementary School (K-6) in Indian River County. Fellsmere has two migrant programs. One is a Tutorial Language Arts program and the other is a pilot bilingual program. Mrs. Shirley Hannawalt, Director of Elementary Education in Indian River County, was our tour guide. Mrs. Hannawalt works with 11 of the 14 schools in the county.

The Fellsmere School has had a tremendous increase in enrollment. One-third of their school population is Mexican migrants. These are children of families who have come into the area from Mexico. The enrollment has caused an increase from one teacher and one aide in the 1973-74 migrant program in Fellsmere to ten teachers and four aides in 1974-75. It was mentioned that members of the community greatly resented these Mexican children in the classroom. According to one of the members of the faculty, these children have caused problems in the school system. Some of the teachers are really doing the best they can to cope with the situation, but some of the teachers are content to ignore the children and just let them sit in the classroom.

Upon our arrival at Fellsmere, our group was split into two sections because one of the rooms to be observed was rather small.

Our group of five went upstairs to an auditorium that had a section converted to a resource-type room. This was the Language Arts Tutorial Program under the direction of Ms. Chris Stewart. Ms. Stewart is a reading teacher who has four bilingual aides working with her. The aides work with children in groups of two or three for a period of 45 minutes. They use the reference reading materials for approximately 20 minutes. They spend the rest of the time on reading-related activities. All four of the aides have to be bilinguals since most of the migrant students speak Spanish as their primary language.



Activities that were observed were: one student working individually on a listening lesson, reading silently as the story was read on a record, a teacher aide writing down an experience story

in Spanish for two students, one student making a cutout of a truck to put on a bulletin board, two students painting at an easel, and one teacher aide listening to a child read. One aide demonstrated six picture bingo cards that were made by the aides to stress vocabulary development.

The children use the Criterion Reference levels one through three. Ms. Stewart says that Criterion Reference does not always work well with these children. They are required to answer all tests correctly before they can go on. Often they get stuck and cannot continue, even though they already know some of the skills which follow.

Ms. Stewart and her aides correlate work going on in the classroom with the children in the early grades. It is her duty to direct activities and order materials.

She uses the Scott Foresman Reading System with the Spanish-speaking children to teach them English. She states that it does not meet the needs of the children when it comes to the actual reading.

The Earn a Book Program is just being started. The pupils get to take the paperback book home when they learn to read it.

After lunch at the Fellsmere School cafeteria, we traveled to the Gulf-Western Trailer Village. Families living in the Trailer Village have been hired to work in the orchards owned by Gulf-Western Food Products Company. All the families come from Nuevo Leon, Mexico. In the midst of this large trailer village are the two trailers that house the school for the three- and four-year-olds. The trailers are surrounded by a chain link fence, and throughout the yard is a wealth of playground equipment.

The teacher, Marlene Menendez, and the two aides are in charge of the 19 children currently enrolled in the school. The Trailer Village School has no connection with the Fellsmere School. The Migrant Program provides the teacher and the aides at the Trailer Village School. Gulf-Western provided the two trailers plus all of the equipment.

The school opens at 6:30 and closes at 5:30. Most of the children leave by 3:30. The children are served both breakfast and lunch by the school staff.

In order to live in the trailer village, the families must work for Gulf-Western. Parents must work for Gulf-Western in order for their children to attend the school.

The responsibilities of the personnel are to teach the children and help the families. They work along with the Health Department and often help families with car insurance and police matters. Teachers say that most families are happy with the facilities. The only time they are dissatisfied is when a bad season occurs. The only complaint frequently heard is that trailers are in need of air conditioning.

In the afternoon we returned to Fellsmere where we visited the afternoon bilingual class conducted by Mrs. Mack. Mrs. Mack works with a primary group in the morning and an intermediate class in the afternoon. The afternoon class has a group of 20 children. Although the children are divided into groups of three, we saw them working as one classroom group.

When we entered, we found the children very excited concerning the arrival of new library books selected especially for them—all written in Spanish. After selecting a book, Mrs. Mack set a timer and all the children read silently from the new books. Groans were heard when the time was up. It was a pleasure to see children so engrossed in their reading.

The children then had a group discussion concerning a recent field trip. As the discussion took place, the English definitions were removed from the bulletin board and placed on the chalkboard. These words, in turn, were used to fill in the blanks of sentences on a ditto worksheet.

Mrs. Mack appears to have excellent rapport with these children. The group is with Mrs. Mack from 12:30 to 2:30 each afternoon. The room where the class was conducted was rather small. The children seemed to be crowded together in too small a space.

Observations of Friday, April 25, 1975

Once again we met in the Regional Office. This time we met in the conference room with the entire staff. Each staff member explained their week's work. Consultants from the Region Office spend 75% of their time in the field and administrative personnel spend 25% of their time in the field.

Mr. Jorge Cuellar, Supportive Services, covers all counties in the Region. He checks with county coordinators, terminal operators, record clerks, community health workers, and social educators. He checks on clerks by doing sample checks of their files. He also helps with in-service and workshops for the above-mentioned people.

Carol Baker, Media Services, schedules film delivery to 70 schools. She is currently involved in preparing a booklet on Early Childhood Education that will be sent to parents. The booklet will be in both English and Spanish. She is working on the cover for an *Up The Stream Manual*, as well as on the design of a van for the Region. The van is being prepared with a laminating machine and materials. It will travel to various schools and be made available to teachers.

Johnnie Powell, Career Development, traveled to four counties during the week. It is her job to inform the migrant students on career awareness. Eighty percent of the students do not have information on jobs. As part of her program, she helps dropouts and pushouts as well as helping the college-bound students. There are presently 40 migrant scholarships offered through this program. There is already an extensive elementary career awareness.

Helen Porter, Parent Committees, had visited various schools in the county. In some of these schools she presented certificates to parents who had served in the Parent Advisory Council. In one school she attended a picnic for migrant children along with other parents. Parents attend field trips with the children. She works with MSRTS for schools without transfer clerks.

Jim Riney, Learn and Earn Program, had visited some of the Learn and Earn trailers.

Jack Duff, Finance, spent his time in the office working on budget amendments. John Perkins handled accounting and records.

Language Art Consultant, Ira Marion, had visited various schools in the county and was working on language arts budgets. Sam Tomblin, Language Arts Consultant, had visited the Fellsmere School and the new reading lab in Pierce. This lab is being run jointly by Title I and Migrant combined. The reading lab has learning centers to help 25 younsters. There are two teachers and two aides in each lab. The program takes advantage of all types of materials according to Dr. Frank Carpenter, Reading Consultant. Individual diagnostic testing takes place in the center. Each teacher and aide helps six children.

The presentation was followed by a very short question and answer period.

II. Curriculum

By far, the most impressive programs in the Florida schools were the concept of Early Childhood Education and the Learn and Earn Program in high school. The first program gets them when they are young, takes care of their health problems, and gets them school oriented. The second one appears to be an excellent way to take care of the potential high school dropout.

The methods of teaching in the Early Childhood Program and in the Tutorial Program are very similar to our methods of teaching in the Avondale Schools. The use of the Criterion Reference Reading Program in the Language Arts Tutorial Program seems to be an excellent idea. I would be interested in learning more about this program.

The extended day program for the Early Childhood classes is a concept that is of extreme value to migrant families. The fact that these young children can be in a classroom instead of out in the fields with their families is an excellent idea.

There is also a teacher intervention program. Teachers are paid to go into the home for the purpose of instructing the parents concerning the children's early start in school.

The aides seem to be used pretty much the same way as the aides in our Arizona schools, both in the classroom and in the resource room.

We did not see any record keeping or transfer system terminals, so that no comment can be made regarding the utilization of terminals.

III. Equipment

About the only equipment that was out of the ordinary that our school does not have is the mini-computer. I noticed that there was a television in most of the classrooms. We do not have any in our migrant program. Other types of equipment that I noticed were the language masters, record players with earphones, listening table, and cassettes. This is all equipment that we have in our migrant program.

I am not at all familiar with the equipment in the Learn and Earn trailer. Since my work deals with the children in the K-8, it may be possible that high schools in Arizona have this type of equipment and I am not aware of it. I refer to the Ken Cook Mark 9 projector, the National Cash Register program, the technicolor projector for teaching typing, Automotive Tune-up by Cook Consultants, Inc., and the Marine Engine Program.

IV. Comments

Once again, let me say that this was both a most enjoyable and educational field trip for me. All of us that went on this trip had one important quality in common, our concern for the migrant children that we work with daily. We were able to get ideas from the many people that we met in Florida. We were also able to get many new thoughts and ideas from each other as we traveled through the Florida countryside. We learned about the migrant programs at each of our schools--their problems and successes.

In spite of its Early Childhood and Learn and Earn programs, Florida schools have the same problem that we have in Arizona. That one big problem that we deal with constantly--attendance. Migrant students still drop out of school to work in the fields, and older brothers and sister still stay home from school to take care of the younger children.

One of the teachers mentioned that in some cases the company that found school-age children in the fields would send the entire crew home for the rest of the day. That might be a good way of controlling this situation.

Although Florida does have the Early Childhood Education and Tutorial Language Arts for grades first through third, and the Learn and Earn Program for high school, it does seem to neglect its middle grades. I believe this to be a most critical area for the migrant children. This is the time that they begin to lose interest in school and begin to work in the fields.

The Social Educator in the Florida schools is an excellent way of bringing the migrant families and the school systems closer together.

There were several added field trips on our visit that proved most enjoyable—our excursion into Disney World, the brief stop at the Kennedy Space Center, and our afternoon at Vero Beach. The view of the lakes and orchards from Clermont Citrus Tower was breathtaking.

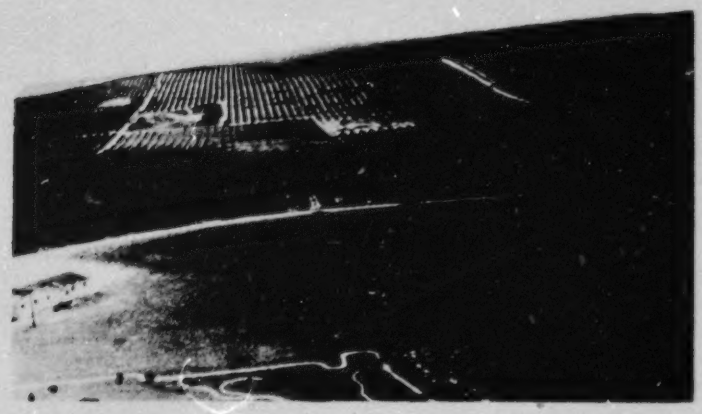
Mr. Brink proved to be an excellent leader. The only time he had trouble with any of us was when we were near a gift shop.

NAOMI LLOYD
EL MIRAGE SCHOOL

For me, the visit to Florida for the week of April 21-25, 1975 was very enjoyable and interesting. I will always have pleasant memories of that week.

It was certainly a valuable learning experience as well. A misconception I had was dispelled immediately when I learned that there are no Cuban migrants. This was brought out at the meeting in the Migrant Regional Office in Orlando the first morning after our arrival there. We eight observers from Arizona met with Mr. Joel Murphree, a consultant from the State Department of Education in Tallahassee; Dr. Clyde Stevens, Director of the Regional Office; Mr. Sydney Henry, a consultant from the same office; and Mr. Rufus Sullivan, Lake County Migrant Program Social Educator.

The purpose of the meeting was to give us a general orientation to the Migrant Program in Florida, which is titled: "Florida Migratory Child Compensatory Program". We discussed some of the aspects of the Arizona Migrant Program as well and compared them.



Following the meeting, we were taken on a tour of several migrant camps located throughout Orange and Lake counties. Our driver was Mr. Rufus Sullivan. He drove us through many miles of agricultural areas which, for the most part, contained groves of orange trees. We stopped to get a view of the whole area from the Citrus Tower. We were informed that we could see 17 million citrus trees from the top of it! The view was beautiful, for there are several lakes which give a blue contrast to the lush green vegetation surrounding them.

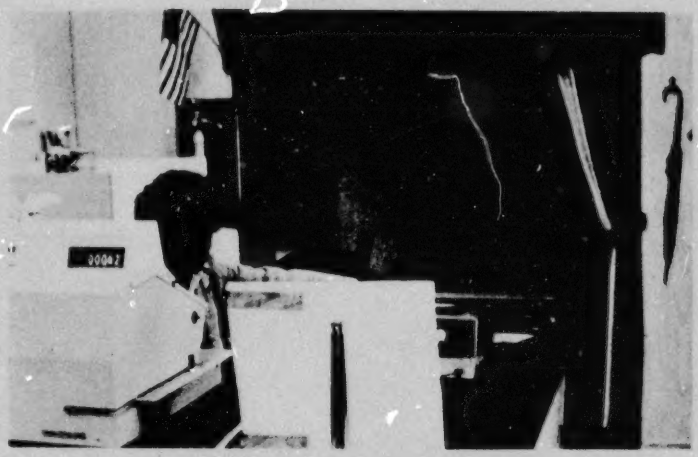
Within such beauty, however, there exist a few living quarters which are rather squalid. This kind of migrant camp is in the minority, however, for as we continued our tour we noticed that most of them are quite adequate and some of them very well kept up.

As an unexpected learning experience for that first day, we were taken on a very courteous tour of a packing and cooling plant for vegetables. This particular plant in Lake County handles celery, carrots, and lettuce. I was fascinated at the process which was taking place in that factory. This is a place of employment for many of the migrants.

Although our tour took us by some of the mobile units which are used as schools for the migrant children, we did not actually observe inside classrooms until the next day.

During the second day we saw in action the basic facets of Florida Migrant Education, which had been explained to us at the orientation meeting. The three major programs which are implemented in the school are: (1) Early Childhood Education, (2) Language Arts Program, and (3) Learn and Earn Program.

Our first visit was at Ocoee High School, the location of a mobile unit which houses the facilities for a Learn and Earn Program. The students in this pilot program, who are mostly Black junior high and high schoolers, are educated in the process of looking and applying for jobs, including filling out W-2 forms. Mr. Schanbacher, the teacher, works with an aide, Mrs. Wilson, in helping the pupils learn a variety of skills and a knowledge of different careers.



The mobile unit contains typewriters, a cash register, a sewing machine, grocery shelves lined with an abundance of dummy products, and several machines using slides and cassettes. The back section of the unit was turned into a small machine parts shop.

The students have workbooks and worksheets and tests are given, but no grades. Mr. Schanbacher keeps close records of achievement on all the pupils. He said that the main result of the program so far is that some of the girls were getting jobs using the cash register.

The next school on our agenda was Maxey Elementary School where first we looked in on Mrs. Perko and her five-year-olds. As an example of Early Childhood Education, her classroom contains several learning centers and a large rug upon which the children gather together for lessons. The lesson being given that day was from Alpha Time, a program developed to use in teaching the sounds of the alphabet. Enrollment in this class of five-year-olds is limited to 20 children.

The next classroom we visited was full of four-year-olds and is also limited to an enrollment of 20. This mobile unit was also set up with learning centers. From there we stopped to visit Mrs. Pipkin, teacher of three-year-olds. In addition to learning centers, there was a place set up for observing caterpillars, one of which was in a cocoon. Her class is limited to 15 pupils.

All of these Early Childhood classrooms had television sets and kits of materials designed to help in the teaching of English. Two aides worked with each teacher in utilizing these materials. The walls were covered with attractive educational bulletin boards and displays of the children's work. Mrs. Pipkin's three-year-olds had done a great deal of lovely art work. She told us that she works with them doing both free and structual art. Again, as at Ocoee, the majority of these migrant children at Maxey are Black.

The next classroom we visited in this school was for the Language Arts Reading Criterion Program. Mrs. Lenninger is the supervising teacher over three aides. Each aide works with two pupils in helping them to read. These pupils are first through third graders. The room is full of reading material and many different kinds of instructional aids. One set of books there was the *Structural Reading Series*, published by L. W. Singer and Company, Inc., in Menlo Park California. This series consists of soft-cover books in levels P (readiness) and A through E.

The Language Master is used in that room and also a set of records along with workbooks entitled *Decoding for Reading*, published by MacMillan Company. I noticed a *Listening-Reading Program* by D. C. Heath and Company. This is a set of pictures to go along with a set of records containing fun stories about the pictures. There were shelves which held all kinds of word games, a flannel board set to teach beginning sounds, word flash cards, Dolch word sets, word bingo games, crossword puzzles, and ditto sheets with various exercises in language usage. I also saw a large kit of the Specific Skill series. Again, in this room the bulletin boards were educational; for example, the title on one read "Pick an apple for every word worm you can read." The "Word Worms" were long pieces of tagboard cut out like worms with a list of several words on each one. There was a large tree with removable "apples".

A mini-computer for obtaining data on the students is set up in this Language Arts classroom.

From this classroom we went to the ESL classroom where Mrs. Ford teaches. She works with about 25 Spanish-speaking children from first through sixth grades. She has about two or three (no more than four) pupils at a time for 30 minutes. Mrs. Ford uses the H-200 series for developing ability in English, and she works very closely with each child's regular teacher by finding out from that teacher what the pupil needs the most help with. For instance, one child may need extra help with the alphabetical sounds. Mrs. Ford also uses the Specific Skills sets and has bilingual bulletin boards. She does not allow the children to speak any Spanish in her classroom.

The next day we traveled to Indian River County where we observed two general migrant programs at Fellsmere Elementary: (1) Criterion Reading Assessment, and (2) Bilingual Program.

Mr. Bill Kulp is the principal of the school and Mrs. Hannawalt is the Elementary Supervisor. This school has a large population of Spanish-speaking pupils.

Ms. Chris Stewart is the directing teacher in the Criterion Reading Assessment Program. She is over three tutors who work directly with the children. For 45 minutes each tutor helps two or three children. The Reading Criterion Assessment is used to determine what each child knows and doesn't know of specific reading skills. He is helped to learn those concepts which are unfamiliar to him.

There is much teacher-made material in this part of the program. There is a Language Master and a set of Bell and Howell cards with words and pictures to use with it. The teachers also use many paperbacks and records which go along with small books. The Scott Foresman Reading System is used which includes paperback books with nice pictures along with a fun story in each one. The bulletin boards in the Language Arts area were put up with everything in the pictures labeled in English.

In this same school, Mrs. Mack teaches a class in both English and Spanish. The room is full of library books in Spanish, and vocabulary words throughout the room are given in both languages. There are tape cassettes in players with listening earphones so that several children at a time can listen while silently reading along in small paperback books written in Spanish. Mrs. Mack times each activity she does with the

class. The day we observed her, everyone read library books silently. Next she had the class pronounce many words which were learned from a field trip the children had taken a few days earlier. She had them match, on paper and on a bulletin board, the Spanish word with the English word; for example, some of the things they talked about and drew pictures of were: machines, beach, ocean, wave, money, airplane, factory, oranges, and so on. (The Criterion Reading Assessment students were talking, writing, and reading about the field trip, too. One tutor was having the children write about it in Spanish first, then translate it into English.) Mrs. Mack also had the students fill in missing English words in sentences. She had some Social Studies kits which she liked that contained filmstrips with records in Spanish.

From the school we drove over to the Early Childhood Center which is located right inside the migrant village in Fellsmere. There is one teacher, Mrs. Menendez, and two aides who work with approximately 12-19 children in the three- to five-year-old range.

On our final day in Orlando we met again in the Regional Office, this time with all the staff who were not present at the first meeting. Each staff member briefly gave a description of his/her work for that week. There was a short period for questions and then it was time to leave. We all said pleasant goodbyes and left with much to think about.

When comparing migrant education in Florida to that in Arizona, I find they differ in many respects.

In the first place, the State of Florida serves approximately 55,000 migrant children, whereas Arizona only reaches about 15,000 (this figure includes five-year migrants). Another interesting difference is the fact that there are migratory fishermen in Florida who are separate from the migrant agricultural workers.

There is more emphasis on Early Childhood Education and later Career Education in Florida than in Arizona.

I didn't feel there was as much emphasis on oral language development in the ESL programs in Florida as there is in Arizona.

I noticed that the teachers didn't make as much use of the cassette tape recorder as I do in my ESL program as a means of oral communication between the pupils.

As far as methods are concerned, I use more oral drills than the Florida teachers, and I work (without an aide) with larger groups of children (the average is six). I do not stick mainly to the H-200 series (or any other program) as does Mrs. Ford, but I use certain general techniques from it. I have used singing records quite regularly as a method of learning concepts and reinforcing them. I don't think there was much use of records in this particular way in the Florida program.

Some of the instructional aids in Florida that were familiar to me were puppets, Peabody Kits, and the Language Master, all of which I use in my classes. I also use the blackboard quite frequently as many of the teachers there are doing. I have bilingual films available to me as they have, but I do not use a television.

In my judgment, the total Migrant Program in Florida is very well organized and carried out. I think that the people there can be proud of what is being done with the migrant population.

In praise, I think of the Learn and Earn Program at Ocoee, the Early Childhood Education, and the Bilingual Program at Fellsmere. I believe Principal Bill Kulp at Fellsmere is to be commended for his efforts in taking the migrant children on field trips, for nothing can substitute firsthand experience as a basis of language learning.

In criticism, I feel that the Language Arts Program at Fellsmere is not strengthening the English language development of the Spanish-speaking pupils. I thought that Spanish was being relied upon too much.

I feel that I gained a great deal from the tour. I took home some tangible ideas to work with in my classes, and I realized many areas of improvement in my general approach. I was able to get a much more clear insight into our own migrant education, as a whole, here in Arizona because I am comparatively recent in the program.

At this point, I would like to express my appreciation for the respectful hospitality with which we were treated and the gracious and friendly manner in which everyone in the Florida Migrant Program so willingly shared their work with us.

Finally, I thank those individuals who spent extra time and effort to arrange our tour and who made it a success.

PAMELA PALMER
FLORENCE ELEMENTARY

The Florida Migratory Child Compensatory Program is a project of the Florida Department of Education funded under Title I of the Elementary and Secondary Education Act, Public Law 89-750. It provides for the operation of educational programs for migratory children of migratory agricultural workers and/or migratory fishermen in the State of Florida. Dale W. Hilburn is the Migrant Child Education Administrator for the State of Florida Department of Education in Tallahassee.

The State of Florida has 67 counties and each county is one school district. The FMCCP serves 24 counties in the state. These 24 counties are divided into three regions:

Region I, headquartered in Sarasota, serving migrant children in the west coast region south of Tampa.

Region II, headquartered in Orlando, serving migrant children in the east coast region.

Region III, headquartered in Ft. Lauderdale, serving migrant children on the southern tip of Florida.

Our tour headquarters were in Orlando where the regional office for Region II is located. Our first meeting on Tuesday, April 22, was with Dr. Clyde E. Stevens, Director of Region II, and members of his staff. Dr. Stevens gave us our orientation of the FMCCP.

There are about 55,000 children in the Migrant Program in Florida. Approximately 60% are Black, 30% are Mexican or have Spanish background, and 10% are Anglo.

In comparison, the Arizona Migrant Program served about 8,600 children last year. This year, counting five-year migrants, about 15,000 students will be in the Arizona Migrant Program. That is about the number of migrant children of one region in Florida.

Dr. Stevens explained that Region II has three program components in their Migrant Program:

1. *Early Childhood Learning Program.* This program places special emphasis on early intervention into the lives of three-, four-, and five-year-old migrant children.

The maximum class enrollment for each age level consists of: 15 three-year-old migrant children, 20 four-year-old migrant children, and 20 five-year-old migrant children.

The staff for each unit consists of one certified teacher and two full-time assistants (aides).

2. *Language Arts Tutorial Program–Personalized Services.* The philosophy of the FMCCP Language Arts Program is to provide a supplementary individualized program to prepare the student as soon as possible for entry, or in many cases, for reentry into the school's regular language arts program.

The program is designed to give tutorial assistance to those migrant students who have language difference and/or reading difficulties which cannot be facilitated in the school's regular developmental language arts program.

In addition to language arts consultants, the Tutorial Program is staffed with tutorial teachers and tutors. A tutorial unit consists of one tutorial teacher and a maximum of ten tutors.

3. *Learn and Earn Program.* The major emphases of this program are to provide students with employability skills and job entry skills upon termination of their general education.

Each Unit has one certified teacher and one assistant teacher.

The Learn and Earn Program is open to current migrant students who are 14 years old or older.

The aim of the FMCCP is to tie into the regular school program. Supportive services are provided through the FMCCP. These services include:

1. *Social Educator*–His duties include acting as liaison between the schools, parents of migrant children, agencies, and other organizations.

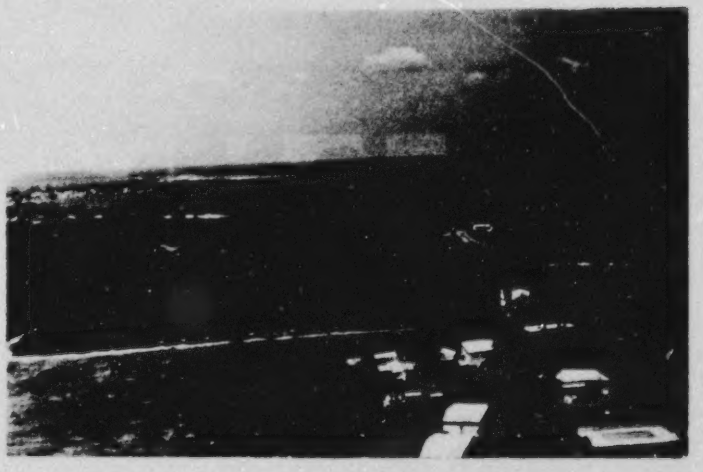
2. *Community Health Worker*–The Health Worker is employed to act as a liaison between schools, families, and health services.

3. *Terminal Operator*–Terminal Operators serve as a central point through which information about education and health records of migrant children is transmitted and retrieved for use in local schools.

4. *Records Clerk*–The Records Clerk acts as a liaison between school users and the Terminal Operator.

A Media Center is being developed at the Regional Office in Orlando. It includes film delivery services for Region II.

Tour of Migrant Camps and Agricultural Areas in Orange and Lake Counties



Our tour began in Lake County, heart of the orange industry. Mr. Sydney Henry, Migrant Consultant for Region II, who was our host and tour guide throughout our visit, and Mr. Rufus Sullivan, Lake County Migrant Program Social Educator, conducted our tour in this area.

We were shown the Avalon Early Childhood Day Care Center in Avalon, a Black community. (Mr. Sullivan estimated that about 90% of the migrant children in Lake County are Black.) The Day Care Center is in the Avalon School which is no longer used because the students are bused to other schools. The Day Care Center is run by a church group. The clean and well-kept buildings, homes, and yards were evidence of the citizens' pride in their community. Our time schedule did not allow us to visit the center, but it was pointed out to us because the Early Childhood Education migrant trailer has been placed there. This unit, with one certified teacher and two aides, can take care of 15 three-, four-, and five-year-olds. Similar migrant trailers are placed in other areas; however, migrant funds may no longer be used to set up trailers.

Our tour continued through several migrant camps. In Florida a migrant camp is anywhere where there are five or more migrant workers living. The camps we visited were observed to range from the poorest of living conditions to modern, well-kept living facilities.

I felt that Harlem Heights, a single story apartment-type structure, Stucky's Still, a trailer camp, and the small towns of Groveland and Mascotte were examples of very poor, unsanitary, and unsafe migrant housing.

Then we were shown a better picture of migrant housing. Keen's Harvesting Migrant Camp has modern block, duplex apartments. Lyke's Pasco Packing Company is a new mobile home camp for migrants. The trailers are large and the area has good laundry and sanitation facilities.

Our tour of this agricultural area included a visit into the orange groves to take pictures of the oranges being picked and of the machines which pick up the huge bins full of oranges. Then to A. Duda and Sons Packing Plant to see tons of celery and carrots being cleaned, sorted, and packaged by hundreds of workers. By the end of the day we felt as though Mr. Sullivan had taken us over every road in Orange and Lake counties, and we were getting to know a little about Florida.

On Wednesday, April 23, Mr. Sydney Henry and Mrs. Joan Zeigler, Head Teacher of Early Childhood Education in Orange County, were our tour guides. We visited Ocoee School, which has grades 1-12. Here a migrant trailer has been set up for a Learn and Earn Unit. Mr. Schanbacher is the teacher and he has one aide. He works with students 14 years old and older.

The students were working in different areas. At one end a student was using a Mark 9 projector, which taught a course on everything one needs to know when applying for a job. A grocery store is set up in another area with shelves stocked with empty cans and cartons donated by different food companies. There is a checkout counter and large cash register which the students learn to operate.

The aide was helping in the next area where two boys were learning typing with the aid of cassette players and slide viewers. A sewing machines is available for students who want to learn sewing. The aide also helps in this area.

At the other end of the trailer is a machine shop where lawn mower and boat engine building and repair are taught. Here again, the cassette players and film viewers are used to instruct.

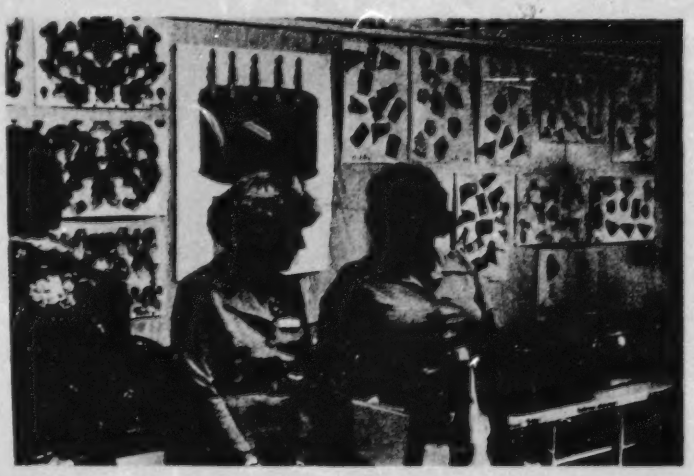
Mr. Schanbacher keeps records on the progress of each student as he progresses through each course he elects.

I feel that the Learn and Earn Program does provide the migrant student with many opportunities not normally found in the regular classroom.

Maxey Elementary School has an enrollment of about 450 students from age three through the sixth grade. We were met by the school principal, Mr. Ingram. Our visit to Maxey School was to observe the Early Childhood Education units for three-, four-, and five-year-olds.

The program for the five-year-olds is part of the school's kindergarten program with the Migrant Program sharing the cost. Mrs. Connie Perko is the teacher, and she works with two aides. All Early Childhood units are open to the children until 5:00 p.m. The teacher aides have shifts so that the children are supervised until they are picked up at 5:00 p.m.

We observed Mrs. Perko introducing Mr. "Y" to the class as they sat on the rug area. She was using the Alpha Time Program which introduces the letters of the alphabet as letter people. As the children finished the activity on the rug, they broke into smaller groups to work in learning centers in different areas of the room.



There are two separate trailer units on the campus for the three- and four-year-olds. Mrs. Rose Daniel is the teacher in the four-year-old unit, and Mrs. Dianne Pipkin is the teacher for the three-year-olds. We visited these trailers while the children were at the library. Inside, each trailer is one long room with a small sink area and a bathroom. The classrooms are decorated with the children's art work. The three-year-olds' trailer had a garden in the back yard planted by the students.

Mrs. Ann Lenninger is the tutorial teacher for the Tutorial Reading Program at Maxey School. This is a large classroom where several tutors work with individuals or small groups. Diagnostic information obtained through the use of the Criterion Assessment System and High Intensity Learning System Reading is utilized to prescribe a personalized reading program. A standardized reading achievement test is administered to students as a pre- and post-test. A mini-computer is placed in this classroom.

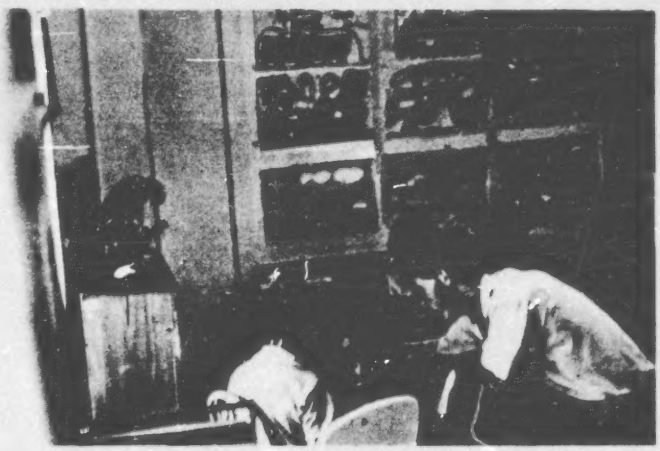
The majority of the migrant students I observed at Maxey Elementary are Black. The school is attractive and the atmosphere in the classrooms seemed pleasant.

At Spring Lake Elementary School we visited the ESL program. The teacher is Mrs. Ford and she works with students from first through sixth grade. The students use Spanish as their first language. The teacher works with each child 30 minutes each day. She may work with three or four children at a time. She works with 25 children per day. Mrs. Ford uses the California H-200 lessons "Teaching English Early" in her ESL program. Her classroom has many attractive and educational charts in both Spanish and English.

Visit to Indian River County Migrant Program

Our final day of touring took us to Fellsmere. Mrs. Shirley Hannawalt was our guide along with Mr. Sydney Henry.

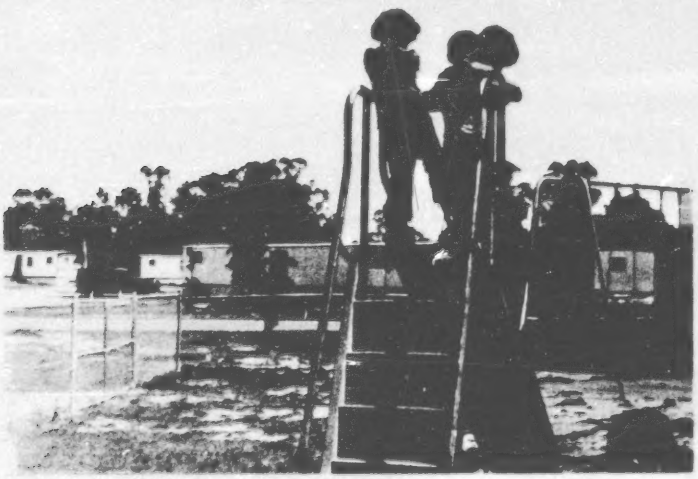
Fellsmere Elementary School includes grades K-6. Mr. Bill Kulp is the principal. He explained how their enrollment went from 200 and peaked at 350 with the influx of Mexican migrants. The school developed a special bilingual program to help the Spanish speaking learn to speak English. They give priority to children in grades 1-3.



Mrs. Mary Mack teaches the migrant children in Spanish. She has one bilingual aide and works 2½ hours each morning with children in grades 1-3. Only Spanish is used in teaching concepts, reading, math, and social studies. The philosophy is that the children need to learn these concepts in their own language before they can tackle the subject in English.

In the afternoon Mrs. Mack works with third, fourth, and fifth grade students. Again she teaches in Spanish but uses more English. The children work in learning centers in small groups both in morning and afternoon. In the reading center the readers are *Spanish Curricula Development Center Dade County Board of Public Instruction.* This series is developed as a Southeast Spanish Reading Program.

The Language Arts Tutorial Program as Fellsmere is conducted in a small, sectioned-off area of the auditorium. The teacher, Ms. Chris Stewart, works with four bilingual tutors. Some of the materials used are the Criterion Reading Assessment, Metropolitan Achievement Test, and Scott Foresman Reading Series.



Outside of Fellsmere we visited an experimental program being conducted through the Regional Migrant Education Office in cooperation with Gulf-Western Food Products Company, Inc. It is the Gulf-Western Food Products Company, Inc., Migrant Trailer Village Early Childhood Learning Program for three-, four-, and five-year-olds. The program is set up right in the camp where the children live. Gulf-Western provides two trailers which are just like the ones used as residences.

The Regional District pays the teacher and two assistants. The teacher, Mrs. Marlene Menendez, and her two assistants are bilingual. The program is conducted in Spanish with English being introduced as a second language. One trailer is used as a classroom and the other as a kitchen and dining room. The trailers are open from 6:30 a.m. until 5:00 p.m.

I feel that Fellsmere is doing much through their migrant program to take care of the needs of their migrants. The principal reported the migrant parents had shown much interest and support of the program.

Comments on Visit of Florida Migrant Programs

I think that the three components in Region II's Migrant Program were well represented in our tour. The Early Childhood Education programs, the Learn and Earn unit, and the Language Arts Tutorial and ESL programs are all doing a great part in helping to meet the needs of the migrant children. The programs are well staffed and seem to get great support from the district and regional offices.

For me, the Florida visit of migrant programs was a rich, educational experience. I am extremely grateful to have had this opportunity to visit the beautiful state of Florida and to observe a small, important part of their educational system.

I would like to thank, first of all, the Arizona Department of Education, Migrant Child Education Division, and my principal, Mr. Dave Wells, and Superintendent Art Celaya for the opportunity to participate in the exchange program. I want to thank the Florida Department of Education, Migrant Education Section, and the Region II Office staff, especially Mr. Joel Murphree and Mr. Sydney Henry for their help and hospitality throughout our visit.

SANDY GAILLARD
LITTLETON SCHOOL

Our stay in Orlando, Florida, began with Joel Murphree and Syd Henry meeting us at the airport on Monday, April 21, and escorting us to our lodging.

Syd and Joe took us to Region II headquarters for the state migrant programs. We were introduced to the staff and facilities that they have available. Dr. Clyde Stevens gave us an overview of the migrant program. There were some major differences from Arizona in that Florida has 67 counties and 67 school districts. They service 55,000 migrants compared to our 8,600. Sixty percent of their migrants are Black, 30% Texas Mexicans, and 10% Anglo compared to mainly Mexican migrants in Arizona. They have a state office in Tallahassee and three regional offices in Orlando, Sarasota-Tampa area, and Ft. Lauderdale, whereas Arizona has one office for the state.

Their Migrant Program covers three main areas: Early Childhood Education, Learn and Earn, and Language Arts for grades 1-3. Some of their supportive services include health and dental service and a social educator who helps locate and bring migrant children to school. He also helps the family in any way that he can. They feel that the two areas needing most emphasis right now is Career Education and more parental involvement in the school programs. Arizona, too, is very concerned with these two areas.

The remainder of Tuesday was spent with a guided tour by Rufus Sullivan, Social Educator of Lake County, to the migrant camps and working areas. We saw the trailer furnished by the Migrant Department for Early Childhood Education set up in an all-Black community called Avalon. There were several other small migrant camps–some were poorly kept up while other camps had nice trailers or apartment complexes.

The major industry of the state is citrus. We were in the heart of the citrus area in Lake County. We saw 17,000,000 orange trees and 40 lakes from a high tower. It was quite a view. Another highlight of the day was when we visited the A. Duda and Sons Packing Plant for carrots, celery, lettuce, etc. It was interesting to see how they were cleaned and prepared for the markets.

On Wednesday, April 23, Joan Zeigler, Head Teacher and Coordinator for Orange County Migrant Programs, showed us several classroom programs. First we saw Mr. Schanbacher's Learn and Earn Program at Ocoee High School. It was great to see the student involvement and learning experiences. He had 20 to 24 students who were there two hours per day. They were pre-tested when entering the program. They learned how to use the typewriter, cash register, sewing machine, automotive tune-up, and a tape and slide presentation on the Mark 9 by Ken Cook on what is expected of a person who holds a job. Mr. Schanbacher did extensive testing and had an excellent record keeping system.

Next we visited the Early Childhood Education programs at Maxey Elementary School. We saw Mrs. Connie Perko working with her five-year-olds with the Alpha Time Readiness Program. She had various interest centers set up. There were two trailers used for the three- and four-year-olds. Mrs. Daniel used the Peabody Language and Alpha Time for the four-year-olds. Mrs. Pipkin used the Let's Learn Language with Jimmy and Susie for the three-year-olds. Each of these three classrooms had two aides who were bilingual.

The aides are an integral part of each class, just as our aides in Arizona are very vital to the Migrant Program.

In the Language Arts Program, first through third graders come for specific skill development. The children were pre- and post-tested on standardized tests and then used Criterion Reading as a basis for instruction.

We saw the use of a mini-computer which is used to record the migrant child's progress and can also ask for information on a migrant student.

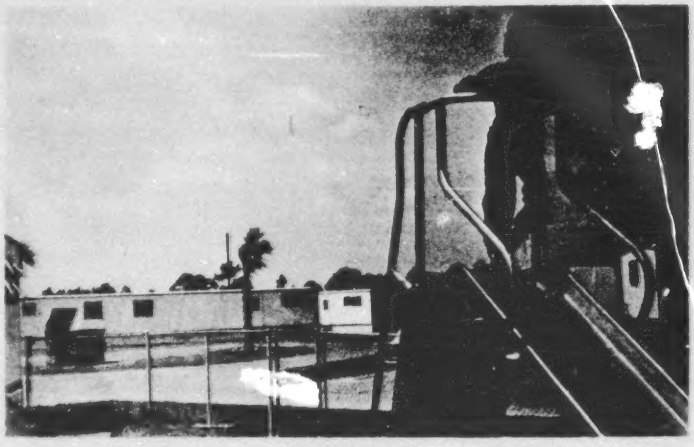
Next we visited with Mrs. Ford who teaches the H-200 ESL series for first through sixth graders. Spanish-speaking children come for 30 minutes every day. She works on language, sounds, phonics, and math depending on what the classroom teacher recommends for each child.

Thursday, April 24, Syd drove us to Fellsmere School in Indian River County. Shirley Hannawalt, Elementary Supervisor and Migrant Director for the district, showed us several programs. We saw Mrs. Mack's bilingual program. Migrant children in grades 1-3 who are Spanish speaking only, come to Mrs. Mack for 2½ hours per day for instruction in Spanish. Their curriculum includes reading, phonics, science, math, social studies, art, and self-concept. They are exposed to English in their own classroom for the remainder of the day. Mrs. Mack used Scott Foresman's *My Pictionary*, Dade County, Board of Public Instruction, Miami, which is a Spanish curricula developmental center for primer reading books, and Harper and Row's *Magic of English Workbooks.*

Ms. Chris Stewart is head teacher for the Language Arts Program. She had four tutors helping the children in oral language development and specific skill building. They also were pre- and post-tested with standardized tests and then used Criterion Reading for skill building.

The Parent Advisory Committee had a good turnout. The parents are very pleased with conditions for the workers and with efforts of the school to help their children.

One of the most interesting programs was to see the two trailers that were provided by Gulf-Western, which is a large corporation that has provided beautiful trailers for their migrant workers (who are mainly recruited from Mexico). Mrs. Menendez and two aides, who are paid for through the County Migrant Office, take care of 15-20 preschoolers from 6:30 a.m. to 5:00 p.m. They had play areas and also provided many learning experiences for the children.



On Friday morning, before our departure, we sat in on a weekly reporting session at the Region II Office. Each specialist reported on his/her project and developments that occurred during the week. There seemed to be a good working relationship between the staff, as they were eager to help each

other and were genuinely concerned about the migrant child's progress in school. I am very grateful for the friendliness and hospitality that was extended to us during our week's stay.

All in all, we had an educational experience that will benefit our schools in Arizona. We also had a very fun time at Disney World. It was hard to believe that we were in Florida and not California! We also had time to take a dip in the Atlantic at Vero Beach!

I am very grateful to Mrs. Myrtle Gutierrez, Migrant Director for Littleton Elementary, and to Mr. Quentin Aycock, Superintendent, for helping make this trip possible. I realize how much time and effort is spent by the Migrant Directors to coordinate all these programs and help the teachers use these programs in the classroom.

SANDRA IVERSON
MARICOPA ELEMENTARY

The Florida Migrant Program differed a great deal from Arizona. At the state level, it was highly organized. Of course, Florida handles approximately 55,000 migrant children and Arizona has only 8,600. The state office is located in Tallahassee, yet the majority of migrant programs operate in the central and southern regions of Florida. In order to establish better communication lines with the LEA's, Florida was divided into three regions. We visited Region II, with their headquarters in Orlando.

Dr. Clyde Stevens, the Regional Director for Region II, explained the Migrant Program's structure. At the regional level, consultants work with school districts on the various components of the program. Florida has established three statewide priorities for the Migrant Program. They are:

1. Early Childhood Education for three-, four-, and five-year-olds.
2. Language Arts for children in grades 1-4.
3. Learn and Earn for high school students.

Florida is fortunate to have school districts set up according to counties; that is, each county is one school district. Therefore, the consultants work with an entire county in setting up programs. At the county level there are coordinators who oversee the operation of the program in individual schools.

The Regional Office also has social educators, community health workers, terminal operators, and record clerks. The social educator was similar to Arizona's liaison person. His duties were to welcome migrant families and help them with any problems. The community health worker performed many of the duties our school nurse fulfills.

Since Arizona has few migrant camps, there is not as much need for people such as the social educator and community health worker; but for Florida's Migrant Program it is an excellent idea. Recruitment is a necessity or the children will not come to school.

We spent an entire day with Mr. Rufus Sullivan, a social educator for Lake County. His tour of the migrant camps was impressive, to say the least. He began with the very worst migrant camps and gradually took us to newer, better camps.

Mr. Sullivan impressed me with his dedication and knowledge of the county. He entered each camp with friendly determination. He waved and stopped to talk with people, and at the same time kept his eyes peeled for any school-age children who were not in school. He had a genuine love for his job, and it showed whenever he drove through a migrant camp. This dedication seemed to be true of other social educators we heard about.

Having taught on an Apache Reservation, I was not shocked at most of the little, run-down shacks in the migrant camps. But one camp remains in my mind. It was called Harlem Heights. It consisted of long, barrack-type housing. The starkness of this camp reminded me of the depression era and of concentration camps. Mr. Sullivan told us that the nearby store—true to my stereotype—overpriced all items.

Things looked better by the end of the day. Our last stop was Duda's Farms. I was impressed by the efforts of the owner to establish good working and living conditions. New trailers were provided for $12 a week. Wages appeared to be quite fair, and health insurance was provided to the workers at a minimal charge. Duda, besides raising crops, had a packaging plant right on the farm. Vegetables were not only grown and picked, but cleaned, packaged, and precooled. We went through the packaging plant, and I thought

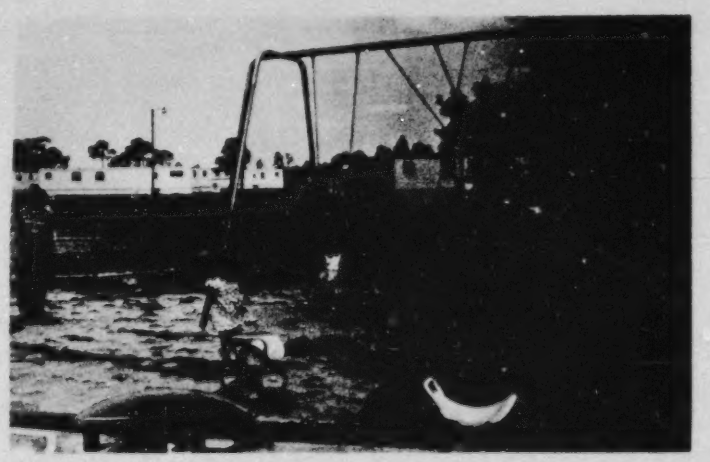
the working conditions seemed quite good. One thing, Duda probably produces some of the freshest vegetables in Florida!

The next day we accompanied Mrs. Joan Zeigler, a coordinator for the Early Childhood Program, and Mr. Syd Henry to various schools to observe the three components of Florida's Migrant Program in action.

I was really excited about the Learn and Earn Program we saw at Ocoee High School. Within the confines of a trailer, teenagers were being taught numerous vocational skills. The instructional units fascinated me. Each student was learning at his own speed and getting a chance to manipulate the tools of his trade. They were learning about small engines, marine engines, operating a cash register, typing, and how to apply for a job. After school, many of the students were able to work at the same type of job and earn money. The Migrant Program reimbursed the employers. The entire program was a "Hands On", realistic setup and it evidently appealed to the students. I have never seen this type of instructional equipment in Arizona, but I believe it could be very beneficial to our high school migrant students.

From Learn and Earn we went to Maxey and observed the Early Childhood Program. The children are divided according to age, and class size is determined by age level. The largest class was the five-year-olds and there were 20. Each class had one certified teacher and two aides. The classrooms seemed well equipped. In the five-year-old class, the children were learning their letter sounds through the Alpha Program. All the classrooms seemed to emphasize kindergarten-type activities. While in Fellsmere, where all the children spoke only Spanish, English was emphasized.

One interesting aspect of Florida's Migrant Program is that they provide classrooms in the form of large trailers. Often the trailers for Early Childhood are set up right at the migrant camp. Some schools don't care to have Early Childhood classes because of lengthy explanations to nonmigrant parents when they try to enroll their children. Actually, the Early Childhood Program serves as a day care center. One aide opens up the trailer in the early morning, and the other aide stays at the trailer in the evening until all the children are picked up.



This program seems to have the backing of the educators. They are looking forward to the time when these children enroll in the first grade. It is much like the Head Start Program. It prepares these children for school. The only

thing I question is the need for two aides with such a small group. I think having a certified teacher is excellent, but it seems that she and one aide could adequately handle the children. The other thing is that because class size is limited, migrant families are only served on a first come, first serve basis.

I do think the Early Childhood Program has a lot of merit. Arizona migrant families have a great need for day care centers that are affordable. The fact that constructive learning is going on, as well as child care, makes this program even more desirable.

The third component of Florida's program is Language Arts. We visited a reading class at Maxey and also at Fellsmere. Being a reading teacher myself, I kept my eyes wide open. I am intrigued by the Criterion Reference Reading Program. So often I feel we test our migrants to death. Often the scores listed on the child's records are meaningless if we are not familiar with the test. I'm not certain I would want one test mandated from the state, but I wish we in Arizona could narrow our reading tests to perhaps five or ten. In a way, the Criterion Reference Reading seemed to cut reading into too many skills and place them in a certain order. I don't believe all children learn reading skills in a specific order. Also, reading is not just skills, but ideas to be enjoyed.

I also thought it interesting that the reading teacher did not teach but oversaw the aides, who did the teaching with not more than three children in their group. It seemed that the aides were doing the majority of the work. The reading teacher would visit several schools and have many aides under her. When the aides were left alone, I wonder if they were able to solve the reading problems that came up. How well trained were they to teach reading? Of course, at Fellsmere there was little problem. Two of their aides had college degrees in teaching.

I liked the mini-computers that were installed in each school district. In a matter of minutes the reading teacher could get up-to-date information on any migrant child. It also simplified record keeping. Any new test results were immediately fed into the computer. It seemed to bypass the record clerk, saving a great deal of work.

Bilingual programs were also part of the Language Arts Program. We observed two programs, one at Spring Lake and the other at Fellsmere. Both programs had bilingual teachers who took Spanish-speaking children from the regular classroom and helped them to better understand their schoolwork. Mrs. Mack at Fellsmere was doing an outstanding job teaching totally Spanish-speaking children, considering the size of her classroom. She was fluent in both languages and, in speaking, flew back and forth from Spanish to English with the children comprehending both.

The last day of our visit we sat in on a staff meeting of Region II. We learned of other services provided by the Migrant Program. The Media Center was renovating an old truck. They planned to put laminating materials and other supplies in the truck and drive to the various schools for teachers to make their own teaching materials. They also keep a record of how many migrant children view a film when it is sent to a school.

A new consultant works with seventh through twelfth graders to help them find financial aid for college. She also counsels dropouts and encourages career awareness.

The consultant for Parent Committees explained the certificates that are being given to parents who have participated in parent advisory committees. It's a way of giving the parents pride in themselves and encouraging them to participate again.

During the meeting, it was noted that the consultants spend 75% of their time in the field, and the administrators spend 50% of their time in the field. After seeing and listening to the staff members, I felt the Migrant Program was unusually lucky to have so many dedicated employees.

In summary, I liked the structure of Florida's Migrant Program. I would hope that Arizona would eventually set up some statewide goals such as the Learn and Earn and Early Childhood programs. I realize our school districts in no way resemble Florida's, but some goals could still be set up.

Concerning equipment, I liked the audiovisual materials by Ken Cook in Learn and Earn programs and the mini-computer. Other than that, I feel Arizona is more equipped with audiovisual materials. I did not see any System 80, controlled reader, overhead projector, or videotape equipment. However, machines do not make a successful program—people do. And the caliber of people working for the migrant children and parents make me conclude that Florida has a highly successful program. I'm glad I was able to visit it.

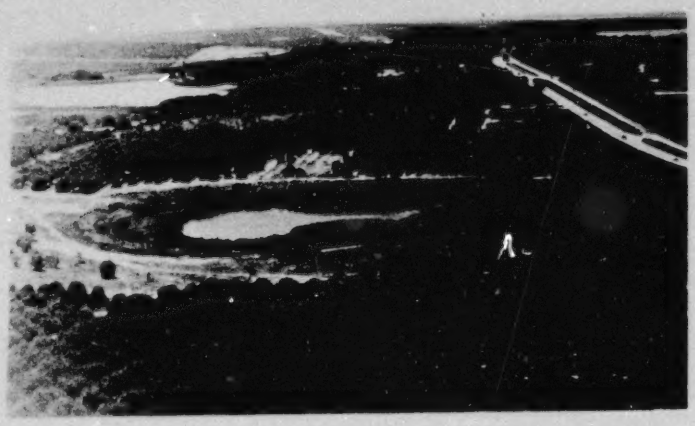
ANGELINA MAAS
PEORIA ELEMENTARY

The visitation to Florida to observe the migrant education programs of Region II of that state was not only an educational opportunity, but a personally rewarding one as well. Special thanks must go to our very patient and gracious hosts Messrs. Joel Murphree from the state office and Syd Henry from the Region II Office. It was their efforts that made our visit very worthwhile and, at the same time, very enjoyable.

Both states have one main office in the State Department of Education, but Florida's program--unlike ours--is further divided, geographically, into three regions. Because of the number of participants in the program, most of the services are handled directly through the regional offices. It was our great pleasure to visit Region II which is headquartered in Orlando.

Region II encompasses 12 counties and is geographically the central-eastern portion of the state. Tuesday, April 22, we toured the Region II offices, met the consultants who were in, and ended the tour with a brief introduction to the Regional Director, Dr. Clyde Stevens. We briefly compared programs and were introduced to Mr. Rufus Sullivan, the social educator (community liaison) for Lake County.

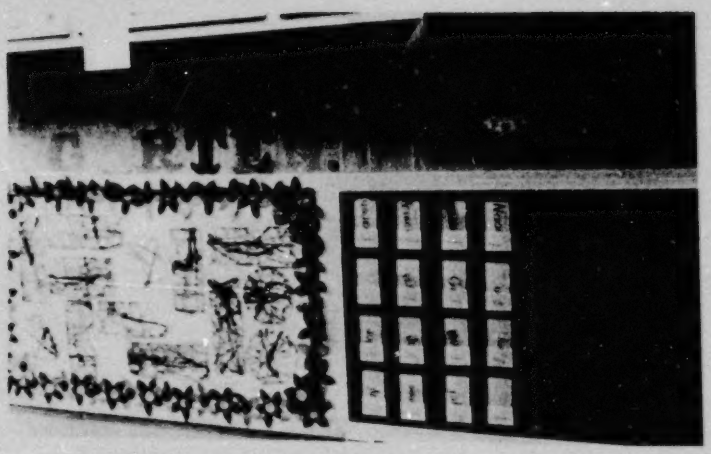
Mr. Sullivan and Mr. Henry escorted us for the rest of the day. Our first stop on the tour of Lake County was Citrus Tower from which we could see most of the territory we would cover that day. During the course of our day, we visited numerous areas of migrant housing. They ranged from well-kept trailers at Duda's Ranch and Lykes Pasco and block duplexes at Keen's Harvesting, to very poor housing and trailers at Stucky's Still and Harlem Heights. The final stop of the day turned out to be a very educational one. We visited Duda's Vegetable Packing Plant and were able to observe celery and carrots being processed for shipping. From our guide we learned some of the benefits provided by the company for the migrant families.



Florida's Migrant Education Program consists of three major components: Early Childhood Education involving three-, four-, and five-year-old migrant children; a Language Arts Tutorial Program for elementary school children; and the third component, Learn and Earn, is a career-oriented secondary school program.

On Wednesday we visited schools to observe examples of each of the three major components. Under the direction of Mr. Syd Henry and Mrs. Joan Zeigler, Head Teacher of the ECE Program for Orange County, our first stop was Ocoee High School's Learn and Earn Center. The center is housed in a large, modern trailer on the school grounds. In the trailer there was a grocery store setting, equipped with a modern cash register, a two-booth beauty shop setting, three typing stations, one sewing machine, and at the rear, a small engine repair shop. Mr. Schanbacher, the teacher, explained that most of the instruction is programmed and individualized. It consists mostly of recorded tapes and filmstrips and is all student oriented with the aide and teacher serving as guides. Employment is secured when and where possible to enable these students to apply the skills they are learning. Job-finding techniques and vocabulary relevant to application completion and interviewing are also included in this program. Being a teacher of older children, I was very impressed by the work being done and the possibilities of such a program.

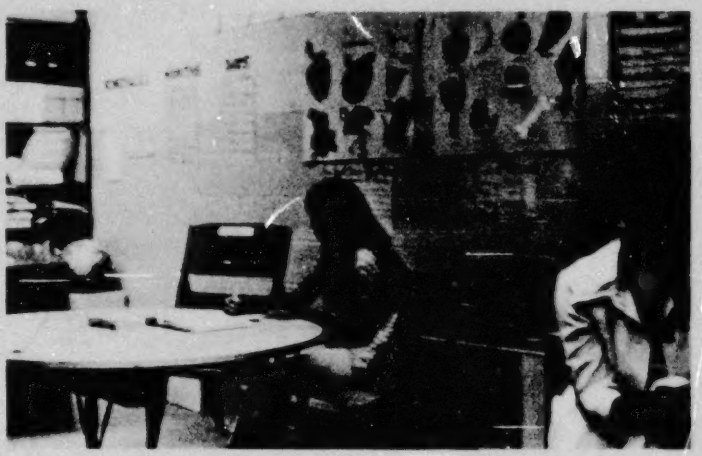
Our next stop was Maxey Elementary School. At Maxey School we visited a classroom of children in each age group. The five-year-old class was housed in a regular classroom. The three- and four-year-old



classes were housed in modern, well-equipped trailers located on the school grounds. Florida has a state kindergarten system so the migrant Early Childhood Education Program is supplemental. We visited Mrs. Perko, Mrs. Daniels, and Mrs. Pipkin with three-, four-, and five-year-olds respectively. The trailers are all cheerful, self-contained, well-equipped classrooms. The teachers in the ECE Program are all state certified and are assisted by classroom aides.

We then visited the language arts laboratory at Maxey School. It is from these language arts centers that the tutorial services of the Migrant Program are handled. The tutoring services are directed by a certified teacher who supervises no more than ten tutors. These tutors can be located at different schools according to the migrant population at a particular school. The tutors work with no more than three students per session and help them in all aspects of language arts.

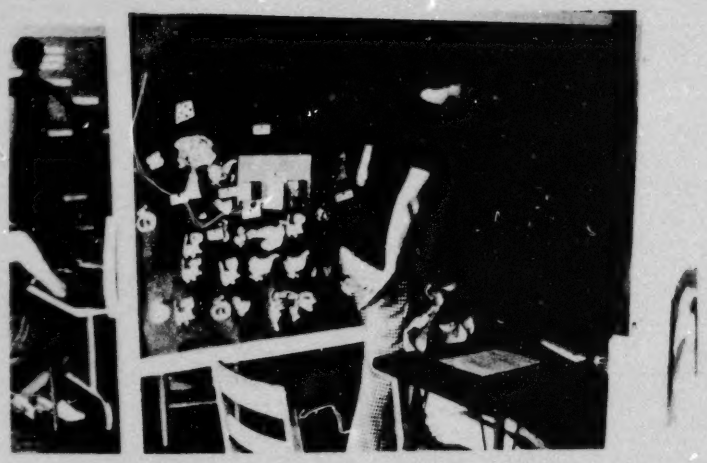
Our final visit of the day was again in the town of Ocoee to Spring Lake Elementary School. Most migrant programs in the Orlando area do not require that they be bilingual. At the Spring Lake School, however, there are enough Spanish-speaking children to have an ESL tutorial center. At the center, we visited with Mrs. Ford who is the teacher in charge. She explained she covers grades 1-6 and works with up to four children per session. Students from the same classroom are usually seen together, and she works very closely with the classroom teachers in helping the students with classroom work such as math, spelling, and science. The ROCK materials are used as the basic curriculum for ESL.



On Thursday we traveled to Indian River County to visit Fellsmere Elementary School. Indian River County is located approximately one hundred miles southeast of Orlando. Fellsmere Elementary School Bilingual and Language Arts Tutorial Program is an experimental program that is being conducted through the Regional Migrant Education Office in cooperation with Gulf-Western Food Products Company, Inc. In the Gulf-Western Migrant Trailer Village there is an early childhood learning center for three-, four-, and five-year-olds. The children in both centers are all Mexican-Americans and instruction is conducted in Spanish with English being introduced as a second language.

Our tour of the facilities at Fellsmere School was conducted by Mrs. Shirley Hannawalt who is the county coordinator of the migrant programs. This program is unique because of the bilingual aspect. It is truly a bilingual effort because in the early grades all the concepts in math, science, social studies, etc., are taught in Spanish, the primary language of the children. Also, literacy in the primary language is taught before English is introduced as a second language. The program is under the very capable direction of Mrs. Mack.

In the Language Arts Tutorial Program the children are tutored both in English and Spanish. This portion of the program is under the direction of Ms. Stewart and four bilingual aides. The aides use various methods such as games, stories, and role playing in their tutoring sessions.



In the ECE center at the migrant trailer village the classes were housed in trailers. Here again, instruction is in Spanish so all the personnel are bilingual. In this center three-, four-, and five-year-olds are housed together.

The final visit of our stay was once again to the Region II Office for a Friday morning staff meeting. At this meeting we were able to meet the consultants who were out on our first visit. Each consultant gave a short report of the week. During their reports we asked questions and each one explained a little of their responsibilities as consultants in certain areas. After observing in their program, I felt their explanations meant much more because we were more aware of some of the needs.

Also, one of the sad realizations was that we in the education profession, especially teachers, who seem so confined to the classroom, do not often enough get to exchange ideas, thoughts, problems, and just friendship, as we did on this trip, with others in the profession. Again, special thanks to the Florida State Department of Education and more specifically the Region II Migrant Education Office for making this great experience possible.

YOLANDA RAMBO
SOMERTON DISTRICT NO. 11

On Monday, April 21, thanks to the efforts of the Office of Migrant Education, Arizona State Department of Education, I was fortunate to be chosen with six other teachers and Mr. Don Brink to visit the beautiful state of Florida. This trip has been a very rewarding experience because it gave me a better understanding of the Migrant Program as a whole.

Later that afternoon we arrived at the Orlando Air Terminal and were met by our hosts, Mr. Sydney Henry from the Regional Office in this city, and Mr. Joel Murphree from Tallahassee. These gentlemen took us to the motel and accompanied our group on several other tours.

Tuesday, April 22, during the first part of the morning, Mr. Henry drove us to the Orlando Regional Office. There we were introduced to Dr. Clyde Stevens, the Region II Director, and other staff members. Dr. Stevens, in a short period of orientation, gave us an interesting account of the Migrant Education Program for his state.

The Migratory Child Compensatory Program there is divided into three regions covering 24 counties. The entire state consists of 67 counties and each county constitutes a school district. These regions are located toward the south because the majority of migrants concentrate in these areas. Region I is located in Sarasota and covers eight counties; Region II is in Orlando and has eleven counties; Region III is in Ft. Lauderdale and serves six counties. There are three budgeting consultants in Tallahassee serving as journalists, too.

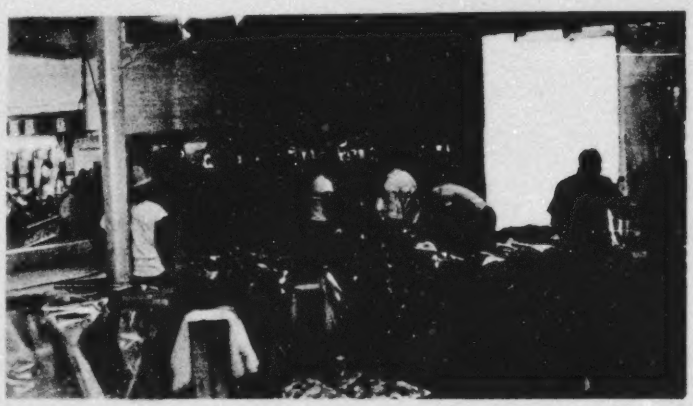
While Arizona serves approximately 8,600 migrant children, Florida has about 55,000. Region II assists around 15,000. The three ethnic groups here are Blacks, Caucasians, and the greatest percentage is made up of children of Mexican descent. It was certainly interesting to find no Indians, Cuban, or Puerto Ricans enrolled in the program in this region. There are 24 terminals in the state.

One of the first steps of the Florida Migratory Child Compensatory Program is to negotiate with neighboring counties in order to assess their needs. By doing this, they do not operate as an independent agency or program, though the program is exclusively for migrant children. This agency works in conjunction with the programs set up by the State of Florida from grade K-12.

The Migrant Program in Florida provides children with three basic components: (1) Early Childhood Education for three-, four-, and five-year-olds. (2) A follow-through in Language Arts for first, second, and third grades, including ESL. (3) A program known as "Learn and Earn" at the secondary level.

Another interesting program that impressed us a great deal was the one carried out by the social educator and the community worker. Mr. Rufus Sullivan, who became out tour guide for the rest of the day, described the duties of the social educator. His duties were to go into the community to recruit students, explaining to parents the attendance laws for his state, informing them about the ESL program, making migrant workers feel welcome in the community, etc.

The rest of the day we toured the area to see the migrant camps. We saw Harlem Heights, the Avalon Child Care Center, and Citrus Tower. After lunch we continued to Groveland, where we saw the Mascotte Elementary School from our bus. At Keen's Harvesting Company we admired 12 units, nicely built, for the workers and their families. At Lykes Pasco Field Packing Company we admired the attractive mobile home village with fairly new trailers. Living and housing conditions from the outside seemed to be pretty nice for the workers, judging by the places seen with the exception of one camp.



At Duda's Plant we looked again at another mobile home village and toured the packing plant and observed the entire operation with carrots and celery.

This day was very interesting because Mr. Sullivan gave vivid descriptions of the inhabitants of each camp, by whom he is highly respected.

Wednesday, April 23, Mr. Syd Henry and Mrs. Joan Zeigler accompanied us to visit the classrooms and to observe the three main programs of the Florida Migratory Child Compensatory Program.

1. *"Learn and Earn"–Ocoee High School.* Mr. Schanbacher and his aide, Mrs. Wilson, are in charge of this program at this school. It is housed in a mobile home unit set up the the Migrant Child Office. The course is geared toward basic communication and career exploration with the idea of obtaining full-time employment. The first step is to familiarize students with the different careers and the terminology or vocabulary involved in applying for a job. It started with the job application and moved as far as teaching students to prepare income tax returns, etc. The student researched all this with the help of a Mark 9 opaque projector from a carefully prepared unit. One of the centers was set up as a supermarket with make-believe items such as cereals, vegetables, canned goods, etc. These items were donated by several manufacturing companies at the request of the teacher. In here the student was learning all about becoming a cashier in a supermarket, and his task was to cover everything in this area from bag boy to cashier, etc. For this purpose, he also used a Mark 9 opaque projector.

Farther down in the same mobile home unit, there were two students taking a typing course. Toward the end of the same unit, there were two other students trying to assemble a small marine engine. Mr. Schanbacher mentioned that these same students had already gone through a mini-automotive course which acquainted them with the names of the tools used in repairing a car and were also taught to do a minor tune-up. He also explained that later these students will also take apart a lawn mower and will put it back together in order to learn to perform as many kinds of repairs as possible. There was also a sewing machine for those interested in learning to sew.

Records for this program were kept of each student's progress in an achievement profile. No grades were given and some students could go through each task as many times as needed in order to achieve proficiency.

This program impressed me the most because I have been wanting to see something similar at the junior high level in our school. If we could develop a program alike to be used with seventh and eighth graders, we would certainly help many students, as many of ours do not go on to high school.

2. *Early Childhood Education–Maxey Elementary School in Winter Garden.* Mrs. Perko, with the help of two aides, was conducting a very interesting session with five-year-olds–approximately 14 Blacks and 1 Mexican–using the Alpha Time cards. Emphasis was being placed on the letter "Y". Children were very enthusiastic, dancing and singing. This was fascinating because it was the first time I have observed teaching at this level.

We talked to Mrs. Daniels, who teaches the four-year-olds, and with Mrs. Pipkin, who has the three-year-olds. Their classrooms were located in two attractive mobile home units with comfortable areas for the children to rest, work, and play.

Children may come into these centers from 7:00 a.m. and may stay until 5:00 p.m. Teachers work from 8:00 a.m. until 3:00 p.m. The rest of the time the children are under the supervision of paraprofessional personnel. One of the differences between this center and our Head Start is that children begin at age three and are under the direction of certified teachers. This is not a requirement for the State of Florida, but the Migratory Child Compensatory Program is providing this service. Mr. Henry mentioned the possibility of continuing this program in the near future, only under the direction and supervision of paraprofessional aides, due to increase in services.

3. *Language Arts Tutorial Program*

(a) Reading at Maxey Elementary School. Mrs. Ann Lenninger was in charge of the reading laboratory. One of their adoptions is the Criterion Assessment System. Their main concern is to provide each student with an individualized reading program to meet his own needs. There were two students assigned to each tutor. Mrs. Lenninger also showed us the use of the mini-computer to obtain quick information on a child's reading level.

(b) ESL at Spring Lake Elementary School. Mrs. Ford is the ESL teacher from grades 1-6. Since her group is small, she meets with each child approximately 30 minutes a day. She uses the California H-200 Series. She is not only interested in teaching to speak, read, and write in English, but she seems to have the welfare of the child at heart. Teachers and parents depend on her a great deal to interpret in Spanish.

Thursday, April 24, we visited Indian River County Schools where we were hosted by many friendly educators. Once again our host, guide, and chauffeur, Mr. Henry, escorted us to the Fellsmere Elementary School. He explained the background of the uniqueness of the two language arts programs we were going to observe that day. We learned that two years ago this community was faced with the unexpected arrival of a large group of Mexican families from the State of Nuevo Leon, Mexico, employed by Gulf-Western Food Products, Inc. These families were housed in a new mobile home village owned by the company. The community, made up of mainly Caucasian and a few Blacks, panicked when these Mexican children were sent to their schools. There was a language barrier and lack of space in the schools to accommodate such a large number of students. There have been many problems, but today, thanks to the efforts of the Florida Migratory Child Compensatory Program and the enthusiastic and cooperative school principal, Mr. Kulp, there seems to be a lot of progress with the implementation of a bilingual program and a language arts tutorial program.

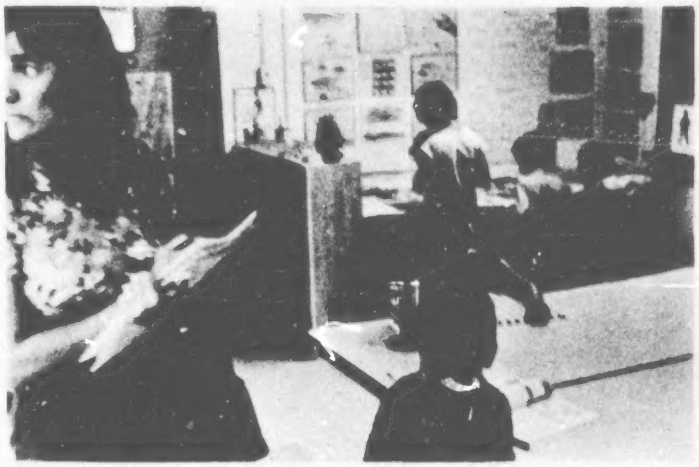
Once in the building, Mrs. Shirley Hannawalt, Director of Instruction of Elementary Education of Indian River County Schools, took over part of our group, while Mr. Kulp was in charge of the other group.

In the Language Arts Tutorial Program I was able to observe the Criterion Reading Program under the direction of Ms. Stewart with her three bilingual aides, Mrs. Young, Mrs. Manchaca, and Mrs. Acker. As this program is new to me, I was interested to find out more about it. It was devised by a group of Florida educators to assist Spanish-speaking students in reading. We observed that because of the many skills it attempts to measure, it would not be very effective with beginning ESL students. I would like to give it a try with more advanced students.

Since it seems to require a better knowledge of English, many of the other participants were enthusiastic about possible use in their classrooms. Ms. Stewart feels that this program works very effectively with those who have a good command of the English language.

I was very impressed with the "Earn a Book" Program in which a child obtains a free book for each one read. For a small school system such as Fellsmere it is a wonderful reward to encourage students in reading, but for such a system with a large migrant population like Somerton, the idea would have to be modified. Somerton issues State Reading Certificates to students in the elementary grades.

The bilingual program was conducted by Mrs. Mack with a group of approximately 22 students. They are from Mexico and return to their country at the end of the agricultural season. I was disturbed because of too much Spanish. Perhaps I was observing the Spanish portion.



That afternoon we also visited the Early Childhood Education trailers at the mobile home village. Gulf-Western Company has allowed the Migratory Child Compensatory Program to set up these units to house the project. Its head teacher is Mrs. Marlene Menendez. She has under her supervision three bilingual aides. The assistant teacher is Mrs. Hughes, also bilingual. There are about 20 children ranging in ages from three to five years old. They were playing ball in the playground, and they all had an expression of happiness in their faces. These trailers were furnished with all the necessary items to make learning a desired experience. Mrs. Hughes was also doing the cooking and invited us to lunch, but were expected to eat at the cafeteria at Fellsmere.

After leaving Fellsmere, Mrs. Hannawalt and Mr. Henry took us to Vero Beach to see the magnificent Atlantic Ocean. This was an enjoyable sight ending with a surprise tour of Cape Kennedy. That night we also enjoyed Mr. Henry's company at Gary's Restaurant and at the enchanting Eola Fountain. Mr. Henry spent most of his time with our group, and we thank him for making our trip a worthwhile educational experience.

On Friday, April 25, we met with Dr. Thomas Moffett from the Evaluation and Research Department and his staff for a wrap-up session. In a very interesting manner each staff member described his activities for the week: Ms. Nancy Rivers, secretary; Ms. Helen Porter, Parent Committees; Mr. Jorge Cuella, Supportive Services; Ms. Carol Baker, News Media Services; Ms. Jonnie Powell, Career Development; Mr. Jim Riney, Learn and Earn; Mr. Jack Duff, Finance; Ms. Irma Marion, Language Arts Northern Consultant; and Dr. Sam Tomblin, Language Arts Southern Consultant.

Mr. Brink summarized for our group our three-day visit of the communities and schools. Several of us were impressed with Mrs. Porter's parent committees. Her main interest was to encourage parents to participate in school and community events. She was getting ready to issue certificates to parents for participation in Lake County. Parents who were aware and active in the programs of each camp did not know they were going to be recognized with these certificates. This is an ideal means to promote cooperation and better understanding between parents and schools.

The whole trip was beneficial and informative, but I especially appreciated an introduction to these items that could be implemented in our school: Learn and Earn and the services of the social educator.

In conclusion, I wish to thank the Office of Migrant Child Education, Arizona State Department of Education, for giving me this wonderful educational opportunity.